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# SCHOOLS



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*John*

What About Teacher Strikes?

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School Health Program Grows

*William M. ...*

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JANUARY

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# CONTENTS

## *The Magazine of Better School Administration*

Looking Forward	17
Expediency <i>versus</i> Principle, Arthur B. Moehlman	19
The Navy's Plans for Training Young Officers, James D. MacConnell	20
Reporting on the Whole Child, Charles E. Hood	23
Teach Conservation, Clarence D. Blair	25
S. 2499 Would Benefit All, Selma Borchardt	26
S. 2499 Means Federal Control, John K. Norton	27
Lunch Program Criticized, Eugene B. Elliott	28
I Didn't Raise My Boy to Be a Teacher, H. M. Lafferty	29
School Health Program Grows, William M. Lamers	31
What About Teacher Strikes? School Opinion Poll No. 45	41
The Classroom a Miniature Democracy, Harry A. Garrison	42
Pupil-Teacher Ratio in Chicago, Don C. Rogers	43
Korean Schools Today, Richard Werth	44
Red Cross Interests Pupils, H. Claxton Sparks	46
Wide Awake Supervision a Stimulus, Meader G. Pattington	47
The Art of Cooperation, Preston C. Johnson	48
Chalk Dust, Frederick C. Moffitt	49
Current Decisions on School Law, M. M. Chambers	50
Names in the News	52
The Voters Will Get You, William L. Berkhof	53
Study of Resource Use in Virginia, A. L. Wingo	54

### ★ *Schoolhouse Planning*

New Buttonwoods Elementary School, Warwick, R. I., S. Wesley MacConnell	34
Planning the Health Suite, Harold M. Elsbree	36
Shops Come First in This Building Program, Frank A. Childs	38

### ★ *The School Cafeteria*

Who Purchases Foods for Cafeterias?	56
-------------------------------------	----

### ★ *Audio-Visual Aids*

We're for Classroom Broadcasting, Everett Braun and Jack Stanley	57
Suggestions for Planning an Audio-Visual Program	58

### ★ *Plant Operation and Maintenance*

Some Aspects of Merit Systems, Arthur A. Knoll	60
Eraser Cleaner, Harry Beresford	62

### ★ *Regular Features*

Roving Reporter	4	Coming Meetings	84
Questions and Answers	6	What's New for Schools	101
News in Review	64	Index of Advertisers	105

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## AMERICA NEEDS MORE SCIENTISTS

★ America faces a critical problem—the serious result of the war's impact upon our supply of scientists.

For four years nearly all of our prospective college science students were diverted into the armed forces, and the number of students majoring in science was drastically reduced. Meanwhile, the annual demand for scientists has grown so rapidly that the supply in this country is woefully inadequate and will remain so for a long time unless a definite corrective program is established.

Our national security, our industrial and social progress, our health and happiness—all of which depend largely on our scientific leadership—are threatened. Scientific developments for our future needs *must begin with basic research* conducted by properly trained scientists.

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# THE ROVING REPORTER

## All Year School Camp

School authorities in Calhoun County, Michigan, operate a year round camp for school children so that all children of the county can have an opportunity to go camping. Fifth and sixth grade pupils with their teachers attend the camp for two week sessions. They are housed in dormitory cottages which accommodate from 16 to 20 children each.

A permanent staff of trained counselors helps give instruction in nature lore, dramatics, woodmanship and campcraft, hygiene and first aid, all of which are a part of the regular camp program. Classroom work is continued by the regular teacher, with reading being done and letters written around the fire. Boys and girls operate their own post office; bank and store which they enjoy.

From one contingent of 39 pupils who recently attended camp, 28 had never before gone for a walk in the country.

## Pupils Make Housing Survey

Through the work of pupils in three sociology classes in Mount Vernon High School, Mount Vernon, Ohio, that community recently obtained the facts about its housing situation. In teams of two, the pupils canvassed 90 per cent of the city and its vicinity in an attempt to take the approximate census, discover any housing facilities which might exist and find the ratio of homes and apartments to the population.

A tally sheet containing 24 questions was used in obtaining the information instead of a questionnaire since it was thought that a tally would obviate some of the difficulties encountered when people are asked questions by strangers. The newspapers, however, informed the public in advance of the nature and purpose of the survey to be made.

When housing vacancies were located, they were reported to the city government, the local housing agent and the newspapers. The census showed an approximate increase of 18 per cent in population during the war years. No vacant houses or apartments were discovered and only 21 rooms. When the tabulations were assembled, several interpretive charts and graphs were made which were explained and

commented on by the pupils in class.

Thus, what began as a project to accompany the study of population problems in a high school sociology class and was intended to develop in pupils skill and technic in making sociologic surveys became also a worthwhile contribution to the solution of a contemporary community problem.

## Student Teachers Learn to Fly

Students at the National College of Education at Evanston, Ill., who are enrolled in a course in science in the air age, receive firsthand experience in flying a plane under the tutelage of licensed pilots at the Pal-Waukee airfield.

They are first given orientation training in a stationary plane. They see instructional movies and film strips and spend a full day watching operational activities at the Chicago airport. They visit hangars and the airway traffic control room, learn weather methods and study control tower functions. They also construct miniature airplanes. Not until after all this has been accomplished are they allowed to handle the controls of a plane in the air.

The course was begun three years ago when faculty and students concluded that more should be known about aviation and the part it will play in the lives of future generations. This study is thought to bring into relation the study of history, peoples and a geographical world concept.

## Bands Play at Elmhurst

The town of Elmhurst, Ill., has six elementary schools with approximately 150 children from grades 4 through 8 enrolled in school bands. There are three of these: the training, the junior and the senior bands. The first two rehearse one hour a week and the third rehearses twice a week for a total of two and a half hours. In addition each child receives one class lesson weekly on his instrument.

Pupils own their instruments, except for the rare and expensive ones. These are the property of the band department since they have been purchased through receipts from concerts; they are lent to experienced performers in the senior band.

The band department gives an annual concert which is participated in

by all three bands; they play for Memorial Day exercises, school assemblies and P.T.A. programs, commencement exercises and basketball games.

The young musicians also compete in the annual contests conducted by the Illinois Grade School Band Association for bands, solos and small ensembles. In 1945, the Elmhurst senior band won top honors in both the district and state contests. It also won the honor of heading the parade of bands in the grand finale of the 1945 Chicagoland Music Festival at Soldiers' Field.

An effort is made to interest the younger children in playing stringed instruments so that the school orchestra, which has been in existence for only three years, can be built up to larger numbers.

## Education Through Purposes

There can be little difference of opinion in general as to what an educated person should know and be. One school in the Denver system, West High School, has designed, tried out and custom fitted a program built up around the purposes of education as formulated by the school's faculty, in accordance with the leadership in educational philosophy and procedures furnished by the system's department of instruction and with the aid of parents and pupils.

Eight years have been spent in building the program which is still being redesigned, retried and refitted but is now giving excellent service and satisfaction. "Education Through Purposes," as it is called, is presented pictorially in a booklet issued recently by the school.

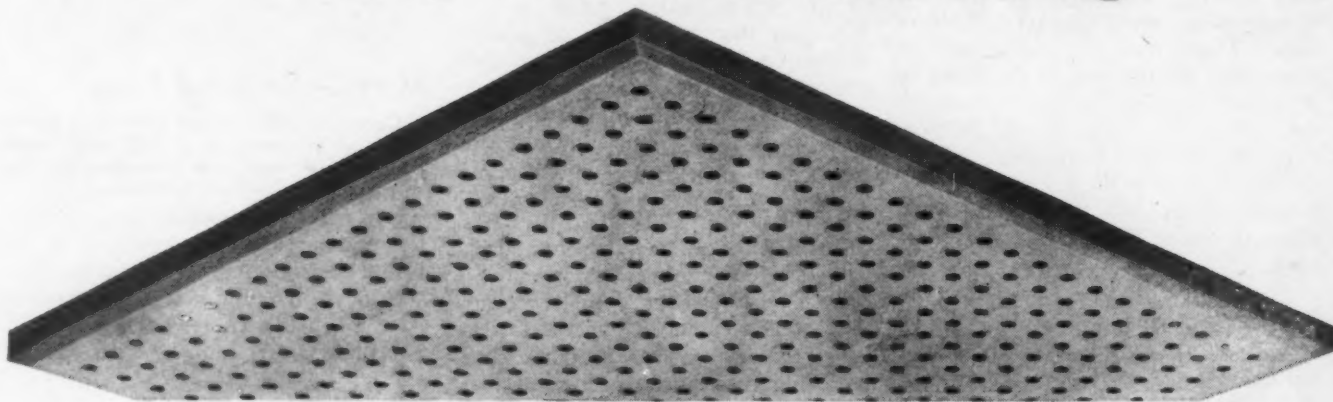
The major goals of education are defined as self realization, human relationships, economic efficiency and civic responsibilities. The various means by which each can be achieved are explained and illustrated. To achieve self realization, for example, the educated person shows desire for learning, listens and observes, speaks clearly, reads efficiently, writes effectively, understands numbers, knows the facts of health and disease, participates in or watches many sports, has fun in living, loves music and appreciates beauty, gives direction to his own life.

Sam R. Hill is principal of West High School.

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# QUESTIONS and ANSWERS

## Credit for Travel Expense

**Question:** How can credit for travel be used in a salary schedule based on training and experience?—J.C.M., N.M.

**ANSWER:** It is doubtful whether adequate provision for travel can be made within the framework of the conventional salary schedule. Travel experience, sufficiently extensive to be of value to the teacher, will be more expensive than attendance at the summer session of a college or university. Travel is of such great importance and value, however, that salary schedule policies should be revised to provide adequately for it. The amount of money provided would vary in accordance with the extent and duration of the travel involved.—PAUL J. MISNER.

## Maladjusted Child

**Question:** We have a boy in the fifth grade who cannot play successfully with other children. Of his older brother, in the seventh grade, he says, "He is a brat, too." Have you any suggestions? He is rather nervous but otherwise normal.—L.S.J., Ill.

**ANSWER:** We suggest home visits by his teacher, the visiting teacher, the school nurse, social worker or all of these. There must be some lack of adjustment for this boy in the home or at school, possibly both. A thorough study of all the influences and relationships affecting this boy's living should ultimately result in the discovery of what is essential for him to lead a normal adjusted school life.—H. MORTON JEFFORDS.

## Bus Inspections

**Question:** How can the periodic mechanical inspection of school buses be made so as to force the owner to make recommended repairs? As it is now, the mechanic gives a cursory inspection and lets the owner continue to operate.—D.P.L., Mont.

**ANSWER:** It will depend, in a measure, upon the contractual relations between the parties; some contracts require such inspection by a designated garage or mechanic and repairs so ordered must be made or the contract is terminated. In some states school buses are inspected by state or other municipal traffic officers and "repair tickets" are issued as required. Noncompliance means that the bus is ordered off the roads. Of course, such inspection is not as thorough as a shop inspection but it helps to a certain extent.

It will have to be admitted that the penalties just mentioned jeopardize the

transportation system and penalize the pupils but it is a question of which is worse, the method of inspection described or unsafe operation of the buses. To us, the latter is worse. After all, it is a matter of preselection of the bus owner or operator. If he is unreliable, he should not have been selected in the first place; if he is "found out" later, he should be fired. It pays to draw up a contract which takes care of such situations.—H. W. SCHMIDT.

## Effective Guidance Program

**Question:** What are the salient features of a successful organized guidance program in a consolidated school system?—W.C.G., Ohio.

**ANSWER:** It is generally agreed that a well rounded guidance program includes these elements: (1) a personal inventory record system, (2) individual counseling with all pupils, (3) the collection and dissemination of information regarding occupations, training opportunities and other types of community resources, (4) placement, (5) follow up and (6) continuous appraisal of the effectiveness of guidance practices.

Within this framework of essential services, a program in a consolidated school system should demonstrate resourcefulness in dealing with certain problems that are peculiar to rural areas, such as the need for counseling with respect to entrance into farming and related fields of work, broadening the occupational horizons of young people who have had limited opportunities to learn about the many possible vocations they might enter, helping individuals who wish to migrate to urban areas, providing assistance for handicapped children in spite of a dearth of special services in local communities and similar activities.

In a consolidated school system it is often the responsibility of the school administrator to initiate a program with the personnel and material resources that he has available. A few communities have jointly hired a guidance specialist, who devotes a proportion of his time to each school in the area served and functions as an organizer, consultant and supervisor.

Whether the leader is a principal or a trained counselor, he will not make much progress unless he has, or can train, a staff of teachers who are willing and able to provide "inherent guidance," the essence of which is the understand-

ing treatment of individual children by all who have anything to do with their education.

References that may be helpful are: (1) "Guidance Programs for Rural High Schools," U. S. Office of Education, Vocational Division No. 203; (2) "Child Development and Guidance in Rural Schools" by Strang and Hatcher, Harper and Brothers, 1943; (3) "The Work of the School Psychologist," Circular No. 9, Public Schools of Bucks County, Pennsylvania, Doylestown, Pa., September 1944.—A. GORDON NELSON.

## How Can We Get Speakers?

**Question:** 1. How can small schools work out a scheme to get one or two good speakers or programs for the community for the year? These usually cost about \$200 each. 2. Would it be all right for the school board to finance them?—W.E.B., Ill.

**ANSWER:** 1. This might be done by several schools' sharing the expense. But \$200 is a lot of money for a speaker or a program.

2. Let the school board decide. The school law of the state will govern as to the power of the board.—LEE M. THURSTON.

## Mentally Retarded Pupils

**Question:** What would you do with the three or four pupils in a 1200 pupil school who are 14 years old chronologically but who are mentally 6?—A.R.McK., Ark.

**ANSWER:** On the basis of psychological tests, such pupils should be located before the end of the third grade. They should be placed in special classes organized for pupils of low ability.—H. E. RITCHIE.

## Accident Insurance

**Question:** What is the status of accident insurance for pupils riding in school buses? Does the public liability and property damage policy now written by insurance companies protect the pupils or does it protect merely the school district from being sued? (Our state law does not permit us to pay out money for this type of insurance but some schools do it by subterfuge. Some reputable insurance men tell me that such insurance does not protect the children but only the district in the event it is sued by a parent.)—V.M.M., Tex.

**ANSWER:** Accident insurance, if written to cover the pupils, provides for payment for injuries irrespective of how the pupil may be injured. In fact, I know of no form which relieves the company of liability for injuries which  
(Continued on Page 10.)



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are sustained while pupils are riding in school buses.

No public liability or property damage policy that is written prevents the school district from being sued. The insurance company issuing the policy assumes the school district's liability and provides for payment for personal injury and property damage if the school district is liable. In addition to the coverage afforded under the public liability policy, it is possible for the school district to have attached to its policy a medical rider providing for the payment of medical care up to \$250 a pupil and a maximum of \$2500 a school bus. This coverage is afforded only to passengers when injured in school buses.—DON C. HAWKINS.

## Length of High School Periods

Question: What are the advantages and disadvantages of the hour period versus the forty-five minute period in junior and senior high schools?—E.R.D., Mich.

ANSWER: The hour period is usually associated with a so-called "supervised study program," whereas the forty-five minute period is more often based on recitation periods and extra assignments to be completed in study halls or in home study. When the forty-five minute period is used, laboratory courses are frequently conducted for double periods of ninety minutes each. When the laboratory type course is completed in one period, some schools offer only ½ credit for the subject. The hour period makes it possible to give a full credit and equal time to all subjects and to conduct a laboratory type or directed study program in all classes.

The chief hazard of the forty-five minute recitation period is a tendency to devote too much time in an attempt to discover whether or not a pupil has completed his home work. The chief hazard of the hour period is that it may not develop sufficient independent application on the part of the pupil.

The ratio of enrollment to classrooms, study halls and laboratories is frequently the determining factor in establishing the length and number of class periods per day.—LOWELL P. GOODRICH.

## Dances in Gymnasium

Question: What should be the policy on permitting dances in the school gymnasium as against their being held elsewhere, when all the participants are school children?—J.A.A., Tex.

ANSWER: The function of the school is to serve all the needs of its pupils. Dancing is widely accepted as a desirable social activity for the pupils enrolled in our schools. It follows then that the school and its facilities should be used for this purpose. Unless the school or the church provide the facilities, some less appropriate agency will.—PAUL J. MISNER.

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WAY

AMERICAN

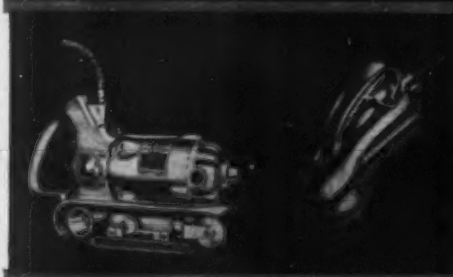
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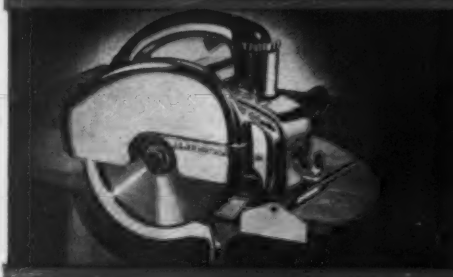
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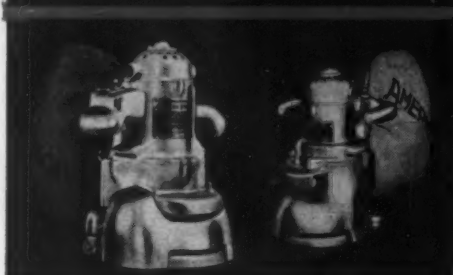
New Portable Electric Saw by American combines big-power with easy handling... clean-cut modern design... smooth no-jerk starting... simple accurate adjustment of depth and angle... telescoping guard... many advanced features: Motor develops 1 1/2 H.P. 6500 RPM. 8" blade for 2 1/4" straight cut. Efficient, stall-proof for scores of uses.



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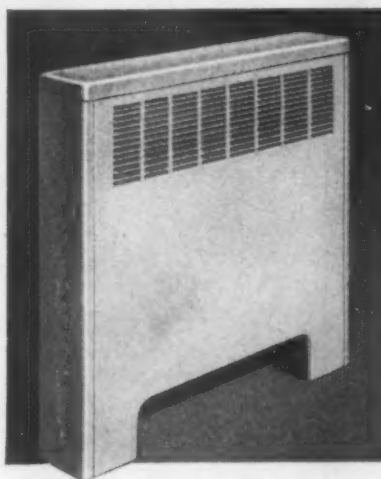


**MASTER ONE-PIECE CLOSET** — genuine vitreous china, syphon vortex action, Church De Luxe Sani-White Seat with closed front. For teachers' washrooms.

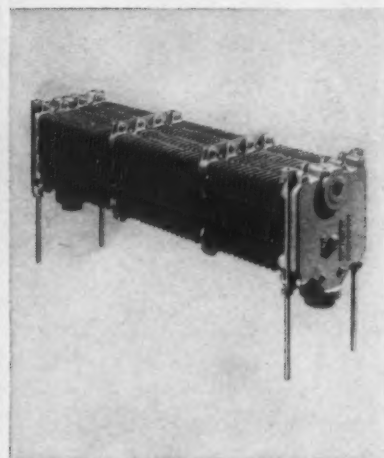


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One other advantage you get today is Structural Facing Tile in *modular sizes*. This means more flexibility in design—less labor in cutting and fitting—less material waste—reduced construction time and earlier occupancy.

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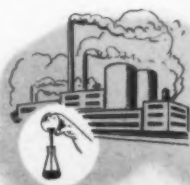
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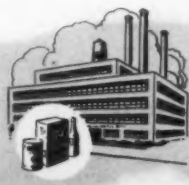
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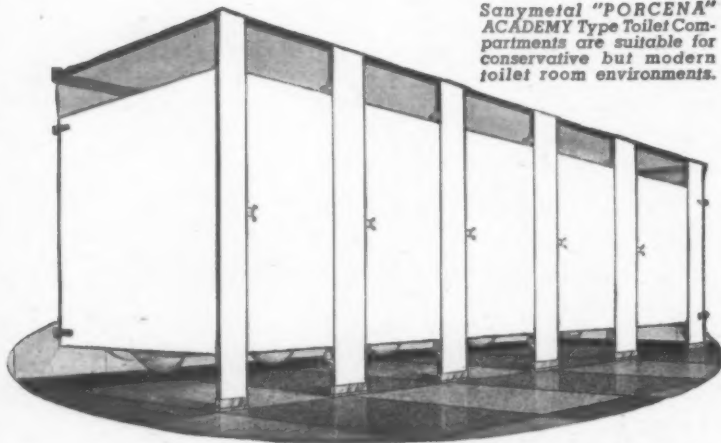
(Porcelain on Steel)

**TOILET COMPARTMENTS,  
SHOWER STALLS AND  
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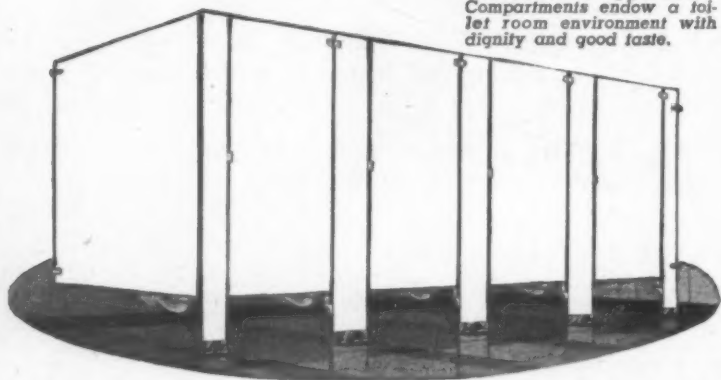
Sanymetal "PORCENA CENTURY Type Ceiling Hung Toilet Compartments offer the utmost in sanitation and make modern, distinctive toilet room environments for schools, institutions, terminals and other public buildings.



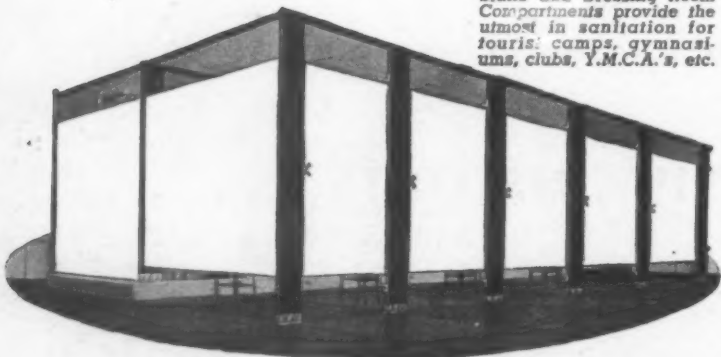
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## The Training in Personal Hygiene That Begins at Home Should Be Continued and Advanced at School

The toilet room environments in your new school buildings are of vital importance in meeting this requirement fully. Classification and segregation of pupils and students may be a practical requirement of teaching formal subjects, but in the matter of personal hygiene such segregation is obliterated. The toilet room facilities are used by all pupils and students. Toilet compartments usually dominate a toilet room, influencing the toilet room environment.

Sanymetal "PORCENA" Toilet Compartments are fabricated of ageless and fadeless material, porcelain on steel, which is a glass-hard, stainless material that always looks new, does not absorb odors, is moisture- and rust-proof, and resists the corroding of ordinary acids. The glistening "PORCENA" finish, which can be wiped clean as easily as a porcelain table top, requires no painting or refinishing.

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**TOILET COMPARTMENTS,  
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The school bell's out-of-date. And so are cleaning methods of its day!

Modern times call for *different* cleaners for *different* purposes — a demand which Wyandotte Cleaners meet to perfection.

Wyandotte Cleaners are *specialized* — scientifically manufactured to solve every difficulty of maintenance or culinary cleaning quickly, safely and economically.

**WYANDOTTE DETERGENT** — The all-around cleaner for any surface on which water can be used. Rinses

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**WYANDOTTE H.D.C.\*** — For washing dishes by hand. A sudsy cleaner

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**WYANDOTTE NEOSUDS\*** — The sudsy but soapless cleaner for washing glassware. Works well in hard or soft water. No toweling is necessary.

If you'd like to know more about the advantages of Wyandotte Cleaners, just call in your Wyandotte Representative. He'll be glad to give you the benefit of his training and experience — backed by long and exhaustive Wyandotte research.

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The duplicator  
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copies that are easy on Johnny's eyes.

Fourteen-year-old Nancy can learn to run it in a few hours—and has fun doing it.

In a few minutes after school it can produce enough work to lighten a teacher's load for the whole week.

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# LOOKING FORWARD

## S. 2499

THE most comprehensive and significant bill providing for federal aid to education is Senate bill S. 2499, sponsored by Senators Murray of Montana, Morse of Oregon and Pepper of Florida. It was introduced in the closing days of the 79th Congress because its sponsors wished to initiate widespread discussion of a highly controversial issue before the opening of the 80th Congress when the measure will be reintroduced for serious consideration.

The NATION'S SCHOOLS will present articles by educators and prominent laymen for and against the bill each month. In addition, several opinion polls will be made to obtain the reaction of the profession to the arguments presented.

Briefly written opinions from parents, board members and teachers will be welcomed and will be either printed in full or briefly summarized, as space permits.

## Public Schools Not Represented

THE United Nations Educational, Scientific and Cultural Organization held its first general meeting in Paris in November. No representatives of America's great public schools were present since President Truman's list of appointees and alternates included only the following: two university presidents, George D. Stoddard of the University of Illinois and Arthur H. Compton of Washington University; two state department representatives, Archibald MacLeish and William Benton, and a writer, Anne O'Hare McCormick of the *New York Times*. The alternates included two more college presidents, two former federal employees and Charles Johnson of the Fiske University faculty.

Ninety per cent of our total school population is served by public elementary, secondary and advanced agencies under the control of the several states. Yet President Truman did not see fit to appoint as representatives of the United States either an outstanding board member, superintendent, principal or teacher. All four public school divisions should have been repre-

sented. It is difficult to excuse such oversight, neglect or political expediency on any rational basis. This decision appears to bear out the contention of certain professional organizations made last spring that the State Department planned to make U.N.E.S.C.O. one of its perquisites and supporting units in our foreign policy.

If this type of control over international education is to be a part of our overall foreign policy, we cannot view the future of U.N.E.S.C.O. with much optimism. The infant international cultural agency should be allowed to develop free from political considerations. Freedom in international education is just as essential for growth as is freedom of the press.

## Detroit Acts Wisely

THE high emotionalism generated by the recent refusal of the Detroit board of education to grant a petition for the introduction of sectarian teaching into the public schools is merely further evidence of American wisdom in making the public schools nonsectarian. When the board of education unanimously rejected the petition after months of discussion and consideration, some members of the "Committee for the Reading of the Lord's Prayer and the Ten Commandments in the Schools" proceeded not only to abuse but also to threaten individual board members for their action.

Former President John H. Webster summarized the views of the board members concerning the danger of this movement to public education when he stated that:

"There is no question but that we all have reverence for the Lord's Prayer and the Commandments, but it appears to me that the procedure suggested involves the policy of separation of the church and the state. On that rests the harmony of all creeds.

"It is ironical that religion, while being the most elevating principle in civilization, can at the same time be a source of so much bitterness and dissension. It is for that reason that the public schools are nonsectarian.

"Fifty per cent of Detroit's citizens do not belong to churches. The feelings of all must be respected. Introduction of this measure would be an infringement of

their rights. The public schools belong to the state and any attempt to join church and state would be unconstitutional."

The Detroit board of education deserves generous praise for its far sighted and courageous action in meeting a problem so fraught with divisive emotionalism and so dangerous to the continuation of the nonpartisan, impartial, nonsectarian and classless public school.

## Boilers Do Explode

ONE of the most dubious procedures for effecting economy in school plant building is to place boilers within the building. When the question is raised, school board members and even architects all too frequently merely laugh and remark, "There's no danger of a low pressure boiler exploding."

The explosion in November of a low pressure boiler in a school building at Baroda, Mich., again calls attention to this most dangerous practice. The Baroda school boiler was located beneath an elementary classroom. A change in schedule called for an earlier lunch period and so the children directly above the boiler were dismissed at 11:30 a.m. instead of the usual time. Ten minutes later the boiler blew up. The second floor classroom above the vacated room gave way. One child was killed and 18 others were injured, one critically.

Investigation showed that the boiler was tended by a 16 year old boy, substituting for his uncle, the janitor. Officials who searched the ruins discovered a closed safety valve buried in the debris.

Regardless of mechanical safety devices and the best supervision, one or both may occasionally fail. The death of more than a score of children was prevented only by a lucky change in the daily schedule.

It is impossible to take too much care in providing the best and safest mechanical equipment in schools. The safest buildings are in the long run the cheapest. No boiler should ever be located within the school building. Even low pressure boilers will explode under certain circumstances and lives must not be jeopardized.

## Teacher Strikes

THE year 1946 was featured by more strikes of professional and nonprofessional public school employees than ever occurred in any previous year in the entire history of American public education. These interruptions in the instructional program of public school children have extended from Connecticut to Minnesota. Community reactions as indicated in newspaper reports have ranged from shocked silence to blistering tirades against boards of education and even against the teachers.

Many people hold that while public employees have the same inherent right to strike as do those in private industry, a much higher obligation to carry on under even the most trying conditions is expected from members of a profession. Others believe that it is difficult under any circumstances to justify a strike against the government

or the people. Still others point to the splendid record for unselfish service given by teachers during the equally trying depression period as expected practice. It is naturally something of a shock to them not to find the same selfless attitude during the postwar period.

Teachers themselves are strongly divided on the question, regardless of organizational affiliation. The majority probably still feel that the welfare of the country and of the children should prevail even at great personal sacrifice.

The problem is not so simple as most people seem to believe it to be. Reasons for strikes are numerous, with the increasing gap between wages and cost of living representing only one of the factors which lead to the individual's final decision to stop teaching.

Autocratic or highly paternalistic organizational practices are no longer borne easily by employees. The present day teacher is culturally and professionally more mature and capable than many of the principals, supervisors and superintendents under whose direction he works. The teacher objects to being treated as an immature and irresponsible individual. Teachers are irked at badly balanced work programs and believe that intelligent job analysis might enable them to be better teachers. They object to being treated as second class citizens and to having their social life minutely prescribed.

More than anything else, teachers rightly sense that they are frequently exploited because of their professional loyalties and their ideals of public service. Too many superintendents still have little realistic appreciation of the true value of teaching. They believe in managerial miracles! Many at heart are not too much in sympathy with the teacher's financial plight. Hundreds of superintendents still believe that teachers' salaries should be kept as low as possible.

School boards show similar attitudes because administrators have failed in their duty to interpret the teacher's problems to the board members who in turn could enlist the intelligent understanding of the community. Teachers feel that boards of education and superintendents rely too much on the old crutch of fixed appropriations; they also feel that school officials take advantage of the traditional code of the teacher to carry on the work of education under even the most adverse conditions.

Teachers and nonprofessional personnel never think of striking in those communities where intelligent professional and lay leadership prevails. They are happy in their work, optimistic in their outlook on life, effective in their teaching and are reasonably satisfied with their salaries and general working conditions. In such communities will be found the best instruction and the lowest turnover. Instead of viewing with alarm the increasing number of teacher strikes, administrators might better create the wholesome and invigorating school environments that make strikes unnecessary.

*The Editor*



# Expediency *versus* Principle

PLANS of various pressure groups to introduce sectarian instruction into the public school either through released time in churches or by classes within the school itself, making the public school an active partner of the church in either case, are being met in three ways by superintendents and boards of education.

The first way is to maintain an objective approach, analyzing requests and pressures in terms of the fundamental principle of American government—complete separation of church and state. With such an approach it is not difficult to sustain the American way without compromise. Community majority opinion will sensibly rally behind its schools: the stand of the boards of education of Baltimore, Detroit and Kansas City, Mo., on this highly emotional question is illustrative. Within the year Baltimore rejected a minority demand for released time while Detroit voted against daily sectarian Bible readings. Kansas City rejected the Gideon demand for pledging all pupils to a daily reading of the Protestant New Testament.

The second way is one of sheer expediency, which allows for approval of released time with little, if any, attempt even to remind the people that the public school is by its very nature nonsectarian. This procedure is illustrated in more than a thousand districts where released time programs are now in operation. Sooner or later sectarian consciousness is developed under released time programs and sharp sectarian divisions occur among the children in the public schools.

The third method is used by timid opportunists who do not even wait for sectarian demands to be pressed but hurriedly climb on the bandwagon and present parents with a predetermined policy. This method stems from expediency and timidity, plus an apparent ignorance of the nature of American public education.

An example of the third procedure was recently brought to attention by a rightfully indignant mother. Two

exhibits are herewith reproduced without change except for names. The superintendent wrote:

Sept. 20, 1946.

*"Parents of the Fifth and Sixth Grade Children:*

"The children of the fifth and sixth grades of the Starr Elementary Schools may be released at 2 p.m. each Monday to participate in the religious education program of the Starr churches upon our receipt of your permission.

"The classes will be held at the Presbyterian Church and will last until 3 p.m.

"This blank must be filled out and returned before we can release your child. Classes start Sept. 30, 1946."

The mother of a sixth grader answered as follows:

"Most emphatically do I oppose having my child participate in a religious education program during school hours. The responsibility for providing religious instruction belongs to the home and the church. This is a long established principle and I am distressed and disappointed that the Starr Elementary Schools, occupying a position of leadership in espousing sound educational ideals, should play a part, no matter how minor, in weakening this long accepted precept.

"The public school was never intended to provide any religious training, nor do I think it should try to circumvent this principle through the device of holding the class in a church rather than in the classroom. If religious training becomes a necessity in our democracy, then the school system should face the problem squarely and say so. But to imply that it is not giving religious training merely because the class is held elsewhere is a fraud. The public school, supported by public funds, has no business using school supplies, facilities, personnel and time to send information about such classes or to become a recruiting agency for them.

"May I also raise the question: Why was the Presbyterian Church selected? Why not the Methodist,

ARTHUR B. MOEHLMAN

Catholic, Unitarian Church or the Jewish Temple? Once we introduce religious education in our public school, we cannot avoid becoming denominational as well. It was the universal desire to avoid such a step which led to the separation of Church and State.

"Parents who wish to give their children a religious education have the liberty to enroll them in a parochial school or to use the Sunday school of their preferred church or to supplement with special training after regular school hours.

"Even though there is no compulsion about attending this religious class, the child who does not attend is immediately set aside as 'different' and subjected to inevitable criticism from the other children. The unity of the student body is thus weakened by introducing divisive activities. Public school administrators should think seriously before permitting this to occur.

"Supposing a minority of the group does not attend this religious instruction, do you propose to keep school in session for these few or do you propose to dismiss school entirely? If there is a rational basis for the school's curriculum, how can one justify the dismissal of class at 2 o'clock for one group and 3 o'clock for another?

"I regret exceedingly that an important decision fraught with dire consequences for the public education system was made by you without an opportunity for consultation with parents."

Unless public school administrators are willing to assume their responsibility for leadership instead of bending like weak reeds before the slightest sectarian breeze, there is little hope for improving or even maintaining the most dynamic instrument of our democracy: the non-partisan, classless, nonsectarian and impartial American public school.



Capt. Donald McGregor, professor of naval science and a qualified submarine officer, explains operations of torpedo to two trainees.

guidance and leadership; and for the young men at least, the future of youth in the armed services is a serious problem. The armed forces are committed to the maintenance of a sound program of training and preparedness. Educators and military leaders alike, therefore, have a responsibility to give our young men the best possible advice in orienting their course of study in relation to possible service in the armed forces.

This article is an attempt to give school administrators, supervisors and counselors an over-all picture of two of the United States Navy's educational programs, namely, the Naval Reserve Officers' Training Corps and the Naval Aviation College Program. These programs are devised to train American young men to be capable naval and marine officers. Of greatest interest to educators is the fact that both of these programs are planned to operate through the established framework of our colleges and universities and the participants receive a normal four year course leading to the baccalaureate degree.

The N.R.O.T.C. program is not new. Six units were established in 1926. However, the permanent expansion of this program to a total of 52 institutions was not accomplished until the spring of 1945, when the Holloway plan was formulated. This plan, based upon the recommendations of a board com-

## The Navy's Plans for Training Young Officers

*in cooperation with colleges and universities*

THE United States is emerging from years of depression, crisis and war and Americans find themselves uneasily scanning the horizon of this new postwar world. Peace has not solved all of our problems; indeed, it has created many new ones. Leaders in all fields are trying, earnestly and anxiously, to reestablish and improve their programs after years of unsettled operation. In education, the influx of returning veterans has pointed up a pressing problem that educators will face for years to come, that is, the place of national defense in education.

More than ever, parents and young people are looking to educators for

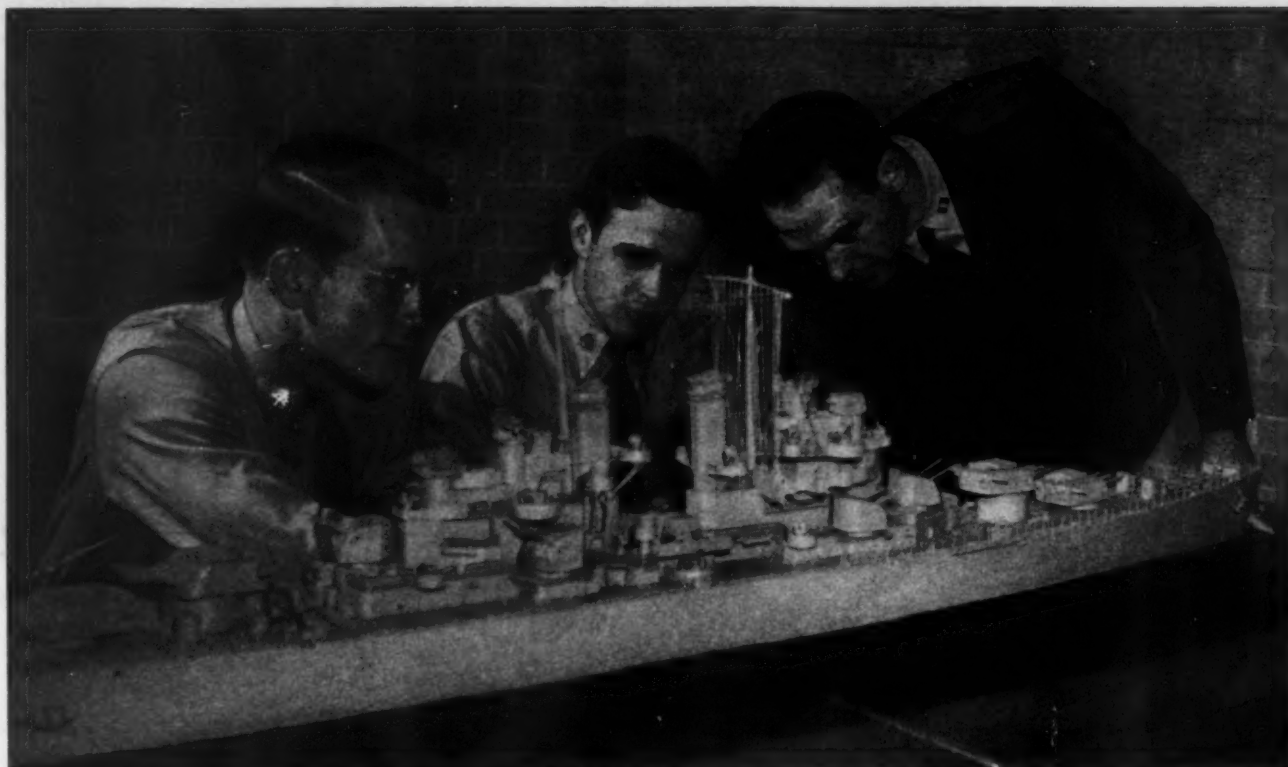
► The Naval Reserve Officers' Training Corps Program

► The Naval Aviation College Program

Photos by Press Association, Inc.

**JAMES D. MacCONNELL**

Senior Educationist, Training Activity  
Bureau of Naval Personnel



Lt. R. J. Baldwin, N.R.O.T.C. instructor, examines a model of a light cruiser with naval reserve students.

posed of college presidents and naval officers, and named after R. Adm. J. L. Holloway Jr., U.S.N., chairman of the board, is the navy's blueprint for its expanded peacetime officer education. The Holloway plan was signed by President Truman on August 13, 1946, as Public Law 729.

The principal features of this navy scholarship program can be briefly stated as follows.

1. Selected colleges and universities that have elected to do so are undertaking a joint responsibility with the Naval Academy in the preparation of officers for the regular navy and marine corps as well as for the reserves.

2. In order to equalize navy educational opportunities and to make navy careers available to properly

qualified young men, regardless of their financial resources, prospective candidates are being selected on the basis of nationwide competitive examinations and their college education will be subsidized in much the same way as is done at the Naval Academy.

3. Equal rank, equal treatment and equal opportunities with graduates of the Naval Academy are being accorded the N.R.O.T.C. graduates of civilian institutions.

4. Adequate provisions are being made for periodic in-service training on graduate and postgraduate levels for naval officers, whether they are graduates of the Naval Academy or of civilian institutions, who choose to make a career in the navy, so that they can qualify for additional responsibilities and promotions.

In formulating this comprehensive plan of education, the Navy Department has taken some pages from its book of wartime experiments in cooperative endeavor with American colleges and universities in training thousands of naval officers who performed so admirably in action. Out of this wartime experience has come a recognition of the essentials for a comprehensive peacetime program of officer procurement and education.



Lt. (jg) F. T. Hoff gives instruction in navigation with the aid of a celestial sphere to three N.R.O.T.C. students.



The Holloway plan provides for four sources of young officer candidates who will be educated and trained to serve in the peacetime navy or marine corps: the United States Naval Academy; the Naval Reserve Officers' Training Corps

(N.R.O.T.C.); the Naval Aviation College Program (N.A.C.P.), and selected graduates of accredited colleges.

This article is confined to a discussion of the N.R.O.T.C. and N.A.C.P. programs. Although the

four principal features previously stated apply equally to both programs, the details of these programs are sufficiently different that they are best described separately. The parallel columns which follow present the essential features.

## N.R.O.T.C. AND N.A.C.P. PROGRAMS IN BRIEF

### N.R.O.T.C.

#### I—Purpose

To provide a steady supply of well educated junior officers for the regular navy (line and staff corps) and marine corps and to build up a reserve of trained naval and marine corps officers.

#### II—Eligibility Requirements

1. Unmarried male citizen of the United States. Agree to remain unmarried until commissioned.
2. Age 17 to 21 on July 1, 1947.
3. Eligibility for admittance to N.R.O.T.C. college.
4. Physically qualified.
5. Agree to accept commission in U. S. Navy or U. S. Marine Corps.

#### III—What the N.R.O.T.C. Program Offers

1. Four year college education leading to a baccalaureate degree.
2. Government paid tuition, books, normal fees, uniforms and \$600 per year retainer fee.
3. Two summer cruises of from six to eight weeks.
4. Commission in either the U. S. Navy or the U. S. Marine Corps.
5. After two years of active duty, permanent commission or release to inactive duty with reserve commission.

#### IV—When and Where Instruction Begins

1. Fall session each year.
2. Successful applicants choose one of the 52 colleges and universities where N.R.O.T.C. units have been established.

### V—Data on Applications and Examination—Both Programs

1. The first step is to make a formal application to take the navy college aptitude test. Application forms and complete information can be procured from high school principals, college deans, offices of naval officer procurement and from any of the N.R.O.T.C. units. The completed application form must reach the Naval Examining Section, P.O. Box 709, Princeton, N. J., not later than a certain date, to be set each

The N.R.O.T.C. and N.A.C.P. provide one of the most remarkable educational opportunities ever offered the youth of America. Young men are always keenly interested in finding a field in which they can build a sound career and in which they

can make a worthwhile contribution. These programs provide a free entrance to one of the most challenging fields, one which offers unlimited opportunity to develop leadership ability and self reliance, to assume important responsibilities and to per-

#### I—Purpose

To provide the navy and marine corps with a steady flow of qualified applicants for flight training and designation as naval aviators and to develop a reserve of naval and marine corps officers with flight training.

#### II—Eligibility Requirements

1. Unmarried male citizen of the United States. Agree to remain unmarried until commissioned.
2. High school graduate or equivalent, or have completed less than two years of college work.
3. Age 17 to 19½ years on July 1, 1947.
4. If second year college student, age 17 to 20½ years on July 1, 1947.
5. Physically qualified and aeronautically adapted.

#### III—What N.A.C.P. Offers

1. Four year college education leading to a baccalaureate degree.
2. Government paid tuition, books, normal fees and retainer fee of \$600 per year for the first two years.
3. Navy flight training extending over approximately two years.
4. One year active duty with fleet or other duty involving flying in commissioned rank.
5. Permanent commission in U. S. Navy or U. S. Marine Corps with opportunity to complete college education in rank or release to inactive duty with a reserve commission and opportunity to complete college education at government expense plus \$1200 per year retainer fee.

#### IV—When and Where Instruction Begins

1. Fall session each year.
2. Successful applicants choose any accredited college, university or junior college.

- year. This year the deadline was December 17, 1946.
2. The second step is to take the aptitude test on the date and at the place specified by the naval examining section. The date is set about a month after the deadline for submission of applications; the 1947 date is January 18. Examinations are given in 543 cities in the United States and in 12 cities outside the continental limits.

form the highest type of patriotic service. The scholarships are open to all and are liberal enough to enable young men, regardless of their financial status, to obtain a well rounded college education and to help defend their country.

# Reporting on the Whole Child

A PUPIL says: "I got C in history on my report card and Mary got B. It's not fair because everybody knows that I recite more often than she does."

A parent says: "I never did see Johnny's report card. He said he lost it and the school wouldn't give him another. If it's signed and on file in the office, someone must have forged my signature."

A teacher says: "Miss Smith's D doesn't mean the same as mine. There should be a space on the card to explain what my D means."

A principal says: "I wish there was some way of getting all the report cards back to the office in good condition promptly after each marking period."

## A New System Developed

The foregoing complaints, together with many others along the same line, brought about a change in the traditional type of report card used in the Big Sandy schools. A new reporting system was developed over a period of years by constant effort and with frequent revisions by faculty committees and the administration. In general, the present Big Sandy system involves five major elements:

The letters H, S and U, standing for Honors, Satisfactory and Unsatisfactory, are used on reports to parents.

Space is provided on report cards for more information than just subject marks.

Conventional marks (A, B, C, D, F) are kept on file in permanent records.

The reports are mailed to the parents.

A pupil's ability and effort are taken into consideration in assigning marks.

Following are the advantages which have been noted for each of the five major elements listed; also typical complaints which have been heard with regard to the change in method of reporting over a period of years.

Advantages of the H, S and U

CHARLES E. HOOD

Superintendent, Big Sandy, Mont.

marks, used only on reports to parents, are:

The chance for error is slight as there are only two dividing lines: one between H and S and one between S and U. Statisticians agree that the closer we attempt to mark, the less reliable the mark becomes.

There is little need to justify a questionable mark, as when a parent asks, "Why didn't Johnny get a B instead of a C?"

The marks are easy to understand, even though they are unfamiliar at first.

Typical complaints which have been heard about the marks are:

"I want a more accurate mark." (At times, it is assumed that teachers are endowed with some supernatural power in marking. But at other times, especially when marks seem to be too low, the teachers' mathematics may be closely questioned and criticized. The conventional marks are always available to parents or pupils upon request.)

"I don't understand what S and U mean." (Satisfactory and Unsatisfactory are certainly simpler than A, B, C, D and F. Parents and pupils, however, are familiar with the older rating scales and show a tendency to distrust the unfamiliar.)

Report to Parents		BIG SANDY HIGH SCHOOL, BIG SANDY, MONTANA	
PROGRESS IN SUBJECTS		DATE April 5	MARKING PERIOD 5th
MARK	SUBJECT	MR. Henry Jappe	
U	Home Economics I	STUDENT Frances	
S	Physical Education I	DAYS ABSENT 12½ TIMES TARDY 0	
		IMPORTANT: SEE INFORMATION AND EXPLANATIONS ON REVERSE SIDE OF THIS SLIP.	
TRAITS (SEE OTHER SIDE FOR KEY TO NUMBERS)		REMARKS:	
H	1 3	Frances is having trouble in Home	
S	(ALL TRAITS NOT LISTED ABOVE ON BELOW ARE CONSIDERED SATISFACTORY)	Economics due to her numerous	
U	7 10	absences.	
2000 10-45 2185		TEACHER Janet Dow	

Example of reports sent to parents by the high school.

EXPLANATION OF MARKS	TRAITS
"H" means "Honors"—Superior Progress; or better than was expected (usually corresponds to "A")	(The following is the key to the numbers of any Traits listed on reverse side)
"S" means "Satisfactory"—Normal Progress; or what was expected (usually corresponds to "B-C-D")	<b>Social Growth</b>
"U" means "Unsatisfactory"—Little Progress; or less than was expected (usually corresponds to "F")	1. Is courteous
("ABCDEF" marks are recorded at school and available to parent or student—together with all necessary explanation—upon request)	2. Is friendly with other students
	3. Cooperates with teachers
	4. Is careful of school property
	5. Complies with school rules
	<b>Work Habits</b>
	6. Puts forth best efforts
	7. Completes assignments promptly
	8. Does work neatly
	9. Is industrious
	10. Makes up work missed promptly

The back contains an explanation of marks and list of traits.

The advantages of giving additional information on report cards, such as remarks regarding work habits, social progress and other factors, are:

An S in a certain subject means that only *in general* is the situation satisfactory. It may represent an average between excellent performance in one respect and poor in another. Added information is then desirable.

The mark U means that something is wrong. It provides the teacher with an opportunity to check or explain by a note her reasons for giving the mark.

#### **Tact Is Needed**

Since the "whole child" goes to school, certain personality traits either greatly handicap or greatly aid a pupil in succeeding scholastically. It is desirable that parents be informed of such traits. Teachers, however, can avoid creating resentment in parents by being tactful in giving this information and should emphasize traits that could be changed if given sufficient attention.

#### **Typical complaints heard are:**

"I already know the personality, intelligence and work habits of my child, so it isn't necessary for the teacher to check them." (Some parents are often the last to realize that certain traits are handicapping a child. A child's attitude at school may be different from his attitude at home.)

"I don't want the teacher to criticize my child's personality. It's none of her business." (This complaint usually arises from the prevalent, though false, assumption that undesirable traits and bad manners are the result of heredity. Until parents can be shown that most character traits are acquired, that disagreeable traits can be changed to some degree, at least, and that they definitely affect school work, it may be better for the school not to insist on calling attention to them. Unless parents are in a receptive mood, the information will be of little value.)

"Teachers are not capable of evaluating these traits." (By use of intelligence and aptitude tests, professional knowledge and experience gained in teaching children, plus good common sense, most teachers can do a pretty good job of diagnosing pupils' difficulties when certain social traits, work habits or indi-

vidual abilities become involved.)

The advantages of keeping conventional marks, A, B, C, D and F, on file permanently are:

Parents or pupils who are interested in this information can obtain it either from the office or from the teacher.

The mere knowledge that these marks are on record and available satisfies many parents and pupils.

If a parent, or pupil asks for these marks, the teacher or office is presented with a golden opportunity to explain during the conference the pupil's strong points or difficulties and to furnish other information which it is felt the parent or pupil should have.

These marks can be used when the conventional marks seem more desirable.

**Typical complaints against keeping conventional marks on file are:**

"Teachers will be swamped with requests for the conventional marks after each marking period." (Experience indicates that there are few—in fact, far too few—requests for more information.)

"Why keep these marks at all when the others are better?" (The tendency in education over a period of years has been toward giving more general marks with accompanying explanations. Nevertheless, the conventional marks have a supplementary value.)

**The advantages of mailing reports to parents are:**

The reports reach rural parents quickly.

They are delivered sealed, directly to the parents.

There is no problem of getting the cards signed and returned promptly to the school and in good condition.

There is little opportunity for pupils to compare marks as they do when they carry their report cards home.

The new type of report is made out in duplicate and one copy is always available at the school for reference.

The parent may keep them at home as an available source of pertinent information.

**Typical complaints about the mailing of report cards are:**

"This method is expensive." (The small additional sum spent during the school year for mailing is equalized by the advantages gained.)

"It takes time to mail the report." (Here, again, the results are worth the effort. However, we should attempt to simplify the forms and the method of sending them out so as to reduce unnecessary clerical work.)

"Pupils sometimes intercept the reports and they never reach home." (The possibility of this happening occasionally does exist, but it probably happens less often than do the alteration of marks and the forging of signatures, which often occur when the cards are carried home by pupils to be signed and returned to the school.)

**The advantage of taking ability and effort into consideration in reporting to parents is:**

An incentive is offered for pupils who stand high as well as those who receive low marks to work up to capacity.

**A typical complaint on this point is:**

"I want my child to get exactly what he earns, no more and no less." (In 90 per cent of the cases under this system the child's mark does indicate his actual accomplishment. In a few cases, where effort and ability are unusual, in fairness and justice to the child, it is well to take these factors into consideration. The complaint on this point usually comes from the indulgent parents of bright but somewhat lazy pupils.)

In order to make any new system work and before it can be "sold" to the parents and pupils, the teachers themselves must understand it. For this reason, the following plan was suggested for teachers to use in deriving, first, the permanent record marks and, second, the marks for the reports to parents.

#### **Suggested Plan for Marking**

1. During the six weeks' period, record all marks, using the conventional A, B, C, D and F, on which you wish to base the final mark. Take into consideration the pupil's actual accomplishment in relation to that of the other members of the class or in relation to any other standard you wish to set up. The normal distribution curve is usually used in marking but its limitations caused by the small number of scores and differences in intelligence should be recognized.

2. Figure out the six weeks' mark from the average of all marks you have recorded during the marking



period. Put any weight you wish on a mark for one activity as compared with that for another. Don't spend too much time in getting a mark that is mathematically correct. Express your result in conventional marks.

3. Take such factors as effort, attendance, cooperation or ability into consideration and, if you feel that the six weeks' mark should be raised or lowered (not more than one step), raise or lower it. The result will be the final conventional six weeks' mark which will be recorded in the register or in the office files.

4. Now you are ready to figure out the mark to be used on the report to the parents. In most cases, perhaps 90 per cent, it will be simple.

A will be H

B, C, D will be S

F will be U

5. However, in perhaps 10 per cent of the cases, you may wish to call the attention of the parents to factors other than actual accomplishment. In these few cases:

A might be S

B might be H

C will always be S

D might be U

F will always be U

If any changes, such as these, are to be made, they should be explained by checking the trait on which such mark is based or by giving the reason for the change. The explanation should be written under Remarks on the report card. Since F is a failing mark, no credit or promotion can be granted if the semester or annual mark is F.

6. Check any other items under Social Progress or Work Habits which may help the parent understand how the child is getting along, or write a brief comment under Remarks. This is particularly important if any of the marks are U.

#### Last Step Important

This system of marking loses much of its value if teachers fail to take sufficient time for this last step. In fact, it may actually be detrimental to the good relations which should exist between the home and the school when there is an implication that the checking has been done carelessly. Parents should understand that the school is trying to help the child in every way possible and that teachers notice the good as well as the weak points in the child's personality and habits.

## Teach Conservation

CLARENCE D. BLAIR

County Superintendent, Belleville, Ill.



Rural teachers visit the St. Clair County farm of Theodore Reuss.

THE teaching of conservation of our natural resources should be emphasized more in the school curriculum than it is today inasmuch as the principles of conservation apply to every human activity, including farming, manufacturing, house-keeping and even games and hobbies. Pupils in our schools can be led to see how waste is the greatest destroyer of resources.

It is estimated that one fourth of all American farms have already been seriously eroded. Ways of eliminating this soil erosion to some extent furnish excellent subject matter for rural boys and girls.

The outdoors is a wonderful laboratory which invites the interest and attention of young people. In the classroom and school yard many valuable concepts of soil and water conservation can be demonstrated with simple apparatus and material. Many opportunities exist in the greater outdoor laboratory for pupils and teacher to originate and take part in simple tests and experiments which will focus attention on the nationwide problem of soil waste and misuse. Pupils who have once had their interest aroused can be made aware of the need for conservation and methods for achieving it.

There are definite needs for in-service training of teachers and for teacher training schools, colleges and universities to develop courses in

this matter of soil conservation.

In St. Clair County, Illinois, an effort to train teachers of rural schools in this subject has been made. The training has been provided by having the director of the soil conservation office discuss the subject at sectional meetings of teachers; by supplying teaching aids and bulletins; by showing motion pictures to pupils and teachers; by visiting farms where modern practices in terracing, contour farming and proper land usage are shown.

One tour for rural teachers was sponsored by the Belleville Rotary Club and arranged for by the rural-urban committee. On the farms visited, the teachers had an opportunity to view modern practices of conservation and the farmers were on hand to explain and point out conservation practices which they had developed. Following are some typical comments from teachers.

"I had read about strip cropping but now I know what it is."

"Farming on the contour has only been a phrase without much meaning."

"Now I have some idea about proper land usage."

Another in-service project was the establishment of a conservation workshop by the Southern Illinois Normal University for the teachers of the county. The course ran for five days and earned two quarter hours' credit.

# S. 2499

## Would Benefit All

SELMA BORCHARDT

Vice President, American Federation of Teachers  
Washington, D. C.

THE Murray-Morse-Pepper Bill, S. 2499, would grant funds not only to help equalize educational opportunities among the states but also to help support educational programs for the benefit of every person in the state.

The bill recognizes the fact that the federal government has a direct interest in the well-being of every individual seeking an education. Also, it restates the traditional American policy that administration of education is a state function.

Since 1917 many bills on this subject have been before Congress. Administrative principles, amounts to be granted and fields to be covered have varied from bill to bill.

After a long period of critical evaluation of the principles involved, we consider it basic that:

1. The legislation recognize that education implies vastly more than formal schooling.

2. While the administration of education is a state function, the well-being of every child and youth is the concern of the government.

3. Therefore, while the federal government must help the states maintain good public schools, it must also afford *every* child those services through which his health, welfare, social well-being and mental capacities can best be developed. It must, therefore, provide every child the opportunity to remain in school and it must protect the rights of minority groups.

4. The funds allocated must be large enough to implement the program properly.

5. Sound administrative safeguards must be written into the law.

The Murray-Morse-Pepper Bill embodies these principles. Further-

more, it is an education *development* bill to assure the raising of state educational standards during a period of ten years, as a condition for the receiving of federal funds.

The controversial issue is whether this aid should go to nonpublic as well as to public schools. This major point of difference should be faced honestly. Would the granting of such aid to nonpublic schools be a departure from American tradition and a contravention of law?

**First:** Would the granting of federal funds for the education of children in nonpublic schools break down the established tradition of separation of church and state?

This tradition we all revere and no good American would tolerate its nullification. The question is not, therefore, whether we wish to violate this tradition—for emphatically we do not—but whether the granting of federal funds for educational work in the nonpublic schools would violate this tradition.

The facts are: Federal aid to schools, hospitals and other nonprofit institutions under the control of churches of every denomination is as old as the country itself. Among recent uses of public funds for educational purposes in sectarian institutions were those of the N.Y.A., the W.P.A., the child-care centers and, today, the free school lunch program. The most far reaching example of such use is seen in the applications of the G.I. bill. Federal funds are made available for tuition and for upkeep in sectarian as well as non-sectarian schools through this bill.

**Second:** Would the granting of federal funds for education through sectarian schools be unconstitutional? Every decision of the United States

Supreme Court on this subject has upheld this procedure as constitutional. The issue is not, therefore, one of tradition or of law but of policy, raising the questions:

1. Will the further development of sectarian schools create a more divisive society? We contend it would recognize differences but not divide our society. As a nation we wish our people to be united. However, while we all desire unity, we do not desire uniformity. As a nation, we would not choose to compel all persons to act within a single pattern. Differences must be respected and minorities protected.

2. What is the scope of the state's authority and responsibility in education as recognized in substantive law and in court dicta? The state has the duty to make education available to all and to establish a basic educational standard which must be met by all schools, which it authorizes children to attend. Since parents have the legal right to send their children to nonpublic schools, the state has the right to insist that these schools must meet such requirements as the state may determine. Furthermore, while the state may establish certain educational requirements for every child, it does not have the right to determine how a parent meets them.

Hence, if a parent chooses to send his child to a nonpublic school and attendance at such school satisfies the state's compulsory school attendance law, the parent may ethically ask that the child in this school be permitted to enjoy certain privileges granted to other children educated at public expense. In our complex society, enunciation of a legal right means little if its practice is not actively protected and, when necessary, economically implemented.

In keeping with this principle, the federal government does grant funds to implement the legal rights which it and the several states recognize, for example, social insurance, public assistance, police protection. Why not, then, also school transportation and health services for all?

On the other hand, there can be no justification in law or in sound public policy for subsidizing a purely private project simply because it serves to promote the good and

(Continued on Page 28.)



**SENATOR MURRAY** of Montana, on July 31, 1946, introduced S. 2499 in the 79th Congress for himself and for Senators Morse of Oregon and Pepper of Florida. This omnibus measure is in a number of respects the successor to S. 717, which was introduced early in the 79th Congress in opposition to S. 181, the bill supported by the National Education Association and sponsored by Senators Hill of Alabama, Thomas of Utah and Taft of Ohio. What types and amounts of federal aid would S. 2499 involve and how may this measure be appraised?

S. 2499 provides federal aid for education for five purposes:

1. To assist the states in equalizing educational opportunities in public and private schools and higher educational institutions. The amounts allocated rise from \$500,000,000 in 1948 to \$1,000,000,000 in 1957.

2. To assist the states in financing scholarships and fellowships for young people of ability without reference to race, color, sex or creed. Seventy million dollars is appropriated for 1948 and the annual appropriation rises to \$350,000,000 in 1957.

3. To assist the states in planning and constructing public and private school buildings. Appropriations begin at \$200,000,000 and rise to \$400,000,000 a year.

4. To assist the states in providing through schools and other organizations for camping programs for children and youth. The annual appropriation rises from \$25,000,000 in 1948 to \$125,000,000 in 1957.

5. To finance research on learning and demonstrations of educational methods through governmental agencies, schools and colleges—annual appropriations beginning at \$10,000,000 and rising to \$25,000,000.

In appraising S. 2499, let us consider some of the claims made for this measure, as well as some features which can be discovered only by wading through its 36 complex pages.

*First*, it is claimed that this is a comprehensive measure in that it provides a variety of financial aids for education. Whether this is a merit or a fault in the present situation is a matter of judgment. It is suggested, however, that a measure, such as S. 181, aimed at one simple but fundamental purpose, namely, the provision of a minimum or foundation of financial support for each school child, might recommend it

to Congress rather than one which would provide for everything from teachers' salaries to camping trips.

*Second*, it is claimed that S. 2499 provides an adequate sum—nearly \$2,000,000,000 annually at the peak—whereas S. 181 provides a paltry \$250,000,000. One may judge for himself as to which amount is more likely to receive serious consideration in the Congress which will convene in January. In any case, it appears queer to support a measure simply because it would appropriate a large sum. The basic question would seem to be: Is the bill sound? If it is not, then the more the appropriation, the worse the situation becomes. If a bill is sound, then the amount appropriated can wisely be increased now or later as conditions permit.

*Third*, S. 2499 is an unnecessarily complex and verbose measure. If anyone doubts this, let him get a copy of the bill and begin reading, for instance, at page 6, line 18.

*Fourth*, S. 2499 is shot through with federal controls, many of which are neither necessary nor desirable. The measure writes into law numerous matters of educational policy and administrative decision now made by state and local education authority. The following items illustrate the foregoing statements.

1. Detailed state plans for carrying out the various provisions of the act must be approved by federal officials.

2. The percentage of funds appropriated for educational services is closely regulated: "3 per centum . . . solely for pre-elementary; 33 per centum . . . solely for elementary education; 17 per centum . . . solely for higher education," . . .

3. Expenditure of scholarship funds is similarly regulated on a percentage basis among various age groups of pupils.

4. The plans which the state must submit and have approved by federal officials in connection with the appropriations for school plants provide for numerous controls, even to the point of regulating the wages to be paid laborers and mechanics engaged in federally aided projects.

5. A series of clauses sets minimum salaries and retirement benefits for teachers; regulates educational opportunities of rural as compared with urban children; requires that teachers and other employees "be employed only on the basis of merit and retained on the basis of efficiency"; sets the compulsory age of school attendance at ages 6 to 16, and otherwise specifies standards and regulations which lead toward uniformity and inflexibility of control.

*Fifth*, S. 2499 reverses the established American policy of leaving to the states the decision as to what part the states shall play in supporting private schools. S. 2499 backs away from the extreme position of S. 717 which would have forced general support for nonpublic schools upon all states, regardless of their constitutions or statutes. Rather, it requires that public services, other than instructional services, shall be equally available to all children attending nonprofit tax-exempt schools.

Here we have a basic conflict of educational philosophy. S. 2499 takes a long step in the direction of reversing the historic American policy of making education an instrument for creating common understanding. Rather, it would move toward dividing our population among a series

## S. 2499

# Means Federal Control

**JOHN K. NORTON**

Professor of Education, Teachers College  
Columbia University



of private sectarian and private non-sectarian schools. Thus, not only religious but also political and economic differences would be fostered. Already the press reports Gen. Bradley protesting the payment of G. I. tuition costs in a school reputedly teaching communism.

In short, S. 2499 not only takes a step toward transferring the control of public education from the state to the nation but would take another step toward a situation in which an ever increasing percentage of public funds would be appropriated to finance a growing variety of sectarian and nonsectarian private schools. Thus, education would become an instrument for strengthening the forces which tend to divide our people rather than one which tends to unite us and create understanding.

## Would Benefit All

(Continued From Page 26.)

worthy religious devotion of a particular group. To pay public funds to a religious organization for its maintenance would violate the fundamental principles and practices to which we, as a nation, are committed.

In view of the fact that whatever pay may be given to a large portion of the instructors in the sectarian schools it would actually belong not to them but to the religious organization to which they adhere, a direct payment to them for their services would in effect be a direct payment to a religious organization. Such a practice can, therefore, *not* be permitted. And the Murray-Morse-Pepper Bill does not do so.

**Third:** Has the federal government a responsibility for the welfare of the individual citizen? Yes. It has been recognized in law and upheld in the courts. The Shepherd-Towner Maternity and Infancy Act was one of the first laws to embody this principle. Today federal public assistance funds are available for every child in need thereof, whether these funds are channeled through a public or a private agency, approved by public authority. Many acts—Social Security being the most far reaching—have further implemented this principle. The proposed Murray-Pepper-Morse Bill would be one more application.

However, while the child in pri-

vate or in the public school is entitled to services from his federal government, the right of the state to administer its own educational program is recognized in law and in policy and in the proposed S. 2499. However, as we focus on the tech-

nical aspects of the proposal for federal aid we must keep before us even more clearly the purpose of the program, namely, to develop a sound, broad, truly social educational program which shall benefit each person in our country.

## Lunch Program Criticized

**F**ORTY states were represented at the annual conference of the Council of Chief State School Officers held in St. Louis, November 29 to December 1. Administrative problems involving federal-state relationships highlighted the conference.

The conduct of the school lunch program of the U. S. Department of Agriculture came in for severe criticism following statements of administrative policy by William C. Ockey, associate director, food distribution program branch, Production and Marketing Administration of the U. S. Department of Agriculture. The state school officials charged that their offices were little more than rubber stamps as federal auditors and supervisors swarmed into the schools to conduct administrative reviews. State school heads were especially indignant to learn that they would be responsible for taking local school districts to task when errors were found.

Clinton P. Anderson, secretary of agriculture, was asked to cause administrative reviews of programs to be made at the state level. Full cooperation to ensure complete records of each lunch program was promised by the council members.

### Funds Should Be Provided

It was pointed out that even better programs could be assured if the federal government were to provide state educational departments with funds to carry out administration and supervision under the act.

Most of the program items were provided by a series of studies made by the study and planning committee. This group is composed of representatives from several state departments of education and the U. S. Office of Education. Topics presented and discussed included: (1)

The Education of Veterans, (2) The Vocational Needs of Schools, (3) Teacher Training and Recruitment, (4) Needs of Exceptional Children, (5) Guidance and Counseling Problems and (6) Review of Proposals for Granting Aid to General Education by the Congress.

On the basis of criteria developed by the study and planning committee on the last named topic, Senate Bill 181 was judged the most acceptable.

The effort being made to elevate the Federal Security Agency to cabinet status was deemed to be a movement in the right direction, although the council reaffirmed its position that the Office of Education, now located in the Federal Security Agency, should itself be given independent departmental status.

### Prominent Speakers

Prominent speakers on the program were Col. John N. Andrews and H. V. Stirling, who discussed the problems of veteran education. Dr. George F. Zook, president of the American Council on Education, portrayed the educational needs of war devastated countries and urged educators everywhere to join in providing reconstruction supplies and financial aid. Problems of government surplus property were analyzed by Maj. Gen. G. B. Erskine, U.S.M.C. It was the belief of Gen. Erskine that the schools would shortly receive increased quantities of government surplus goods.

Officers elected on the final day of the conference were: president, Rex Putnam, superintendent of public instruction, Oregon; vice president, John H. Bosshart, commissioner of education, New Jersey. The retiring president was Thomas G. Pullen, state superintendent of schools, Maryland.—EUGENE B. ELLIOTT.



# I Didn't Raise My Boy to Be a Teacher

**The teacher is useful for conducting classes and chaperoning picnics but in civic and social affairs he's shunted aside**

ONE of Washington's social leaders, who is active (when it is convenient) in local P.T.A. affairs, was recently asked: "Don't you hope your son takes up teaching when he is graduated from college?" Being a frank, outspoken individual, she replied, "Heavens, no! I have plans for that boy."

Had this woman studied Thomas Aquinas she probably could have given a more coherent answer. But some of the group present got the idea. Blessed with muscular coordination sufficient to dress and feed himself and with intelligence enough to see him through the Stanford-Binet test forms, the youth in question naturally was cut out for bigger and better things than teaching school.

## A Common Judgment

Had a teacher been present at the time he no doubt would have resented this appraisal of teaching as a career. But then the teacher has seldom been made happy by what other people think of his calling. The fact of the matter is that that mother just mentioned handed down a common judgment against the teaching profession.

Teaching is all right—for the other fellow. The prevalence of this attitude costs public education heavily each year. Competent men and women who should be getting into teaching are avoiding this vocation as if it were some kind of a plague.

What is the answer? There are several, each of which is valid but is not *the* answer. The one most commonly given is that teachers are

## H. M. LAFFERTY

not paid enough. This is true; teaching does fare badly when compared with positions in business and industry which do not demand nearly as much in the way of formal education as does teaching. And there is nothing in the makeup of the average American teacher that makes him allergic to the idea of making more money.

However, the poor salaries paid teachers are not the only reason why teaching is lacking in job appeal. Another reason has to do with the social restrictions which communities levy on their teachers. This is particularly true in the smaller communities, the places where most teachers get their first position.

Socially, the small town school-teacher is a case for investigation. Reduced to a card in a social worker's files, the pedagogue, as a social problem, probably would be placed a little ahead of the Palestine question and considerably behind that of child spacing in underprivileged homes.

## Viewed With Suspicion

Going into a new community, he is viewed with suspicion, not open and hostile, mind you, but the restrained and polite kind that follows him down the street though nobody is in sight, the kind that rides on conversations which shift gears when he comes within hearing. To parents of school age children, he is an intruder, an irritant to a long es-

tablished pattern of local living and thinking.

Until he proves himself, he is accepted with all the warmth that a confirmed Democrat extends to a fellow Democrat who has just bolted the party ticket. Even after the teacher passes his probationary period, which ranges anywhere from three to forty years, with flying colors, he still is kept under surveillance. After all, as one taxpayer puts it, "Thar's no tellin' what the durned fool will do."

## Teacher Has a Certain Usefulness

After he has been in the community for some time, the teacher is placed in the same category with installment payments, relatives and price ceilings. He is necessary impedimenta and that is about all that can be said for him. It makes no difference that the same can be said for childhood diseases and mothers-in-law. Not that he is without a certain usefulness over and beyond conducting classes, patrolling playgrounds, chaperoning picnics and performing related professional duties. He is, for example, the person called in to supply the answers to such questions as the height of Pike's Peak, the originator of curling and the name of the President of Ecuador's brother.

His supply of functional knowledge and skills does not find a ready market. For example, let problems in local civic and social affairs arise and he is shunted quickly to the sidelines. Some things are not for the eyes and ears of women, children and pedagogues to see and hear, and



if, in a moment of daring, he protests such treatment, he is immediately tabbed as a subscriber to the *New Republic*. Most teachers having I.Q.'s above 70 know this and reconcile themselves to studying their community from a vantage position on the mezzanine. It is a strange paradox whereby teachers are urged to show a social adaptableness in their teachings that they dare not show by example.

When the schoolteacher is overworked, no one tells him to take the afternoon off. If he does find time for relaxation, he is urged to spend it in the public library. If he does this, he is immediately set upon by the librarian who wants to compare notes on the mysticism in Goethe's writings or wishes to enlist a supporter for a move to take the works of James Joyce from the circulating shelves. At the loan desk, if he asks bluntly for a Crime Club volume instead of something from Dante or Housman, it is a safe bet the president of the school board will hear about it before dark.

#### **Odds Are Against Him**

If he has a mind of his own and insists on some real diversion, he must constantly be on the alert for a small but efficient "underground," lest he find that in getting his mind off his studies, he has got himself off the school's pay roll. If there is a "sure thing" running in the fifth at Pimlico, the teacher must see to it that the local "bookie" is discreet. If he attends the local sand-lot baseball game, the odds are he will either have to umpire or take up a collection for some worthy cause. If he goes fishing, he usually plays it safe and takes along a game warden or a minister, just to give the venture the proper social sanction in the eyes of his fellow citizens.

If he desires a "wee drop" of something, he must drive 50 miles more or less to get out of enemy held territory. He usually takes along a complete set of disguises just in case he runs into someone he knows. Then, of course, there is the constant worry all the way home lest he get involved in an automobile accident and the whole sordid scheme be exposed. How the schoolteacher ever managed to get a perfectly good whisky named after him is one of the mysteries of the present century. The schoolteacher has entree into

the best homes of the community in a patronizing sort of way, the only flaw being that if he stays for supper the odds are he will have to sing for it. Such "singing" consists of helping the hostess' brood with its homework, supplying helpful suggestions as to how the least intelligent of the lot can make two grades in one year or promising to review a current book at a club meeting.

If he happens to walk in unexpectedly on a card game and the "boys" are playing for something besides pimiento cheese sandwiches, the teacher is expected to blush prettily and beat a hasty retreat, promising, as he does so, to include the offenders in his bedtime prayers. In such circumstances, no teacher in his right mind, particularly if he has dependents, would think of sitting down and joining the game.

There is nothing, including a rise in salary, the small town schoolteacher wants more than to be treated like a normal human being. The record is richly documented along this line. And the returns would indicate that the teachers in the smaller communities are not the sole sufferers. For example, the results of a recent poll of high school teachers in Portland, Ore., show 96 per cent expressing a belief that teachers should be permitted the same accepted social practices as other respectable citizens.\* The fact remains, however, that in the typical American community, which is considerably smaller than Portland, Ore., the schoolteacher is compelled to assume a way of life which definitely is not normal.

Early in the game the teacher discovers that the avenues of social intercourse which are open to him are different from what his teachers' college course in social relations and his Sunday school leader had led him to expect. Once outside the safety of his circle of fellow professionals, his social pattern is considerably more esthetic than earthy. Simple but eloquent testimonial of this is the fact that, next to preachers, schoolteachers probably have been responsible for more unfinished "traveling salesman" jokes in barbershops than any other breed of men. There may be an inverse relation between an interest in Joe Miller's joke books and an appreciation of Marcel

Proust, but as yet nobody has come up with mathematical proof.

Realistic normalcy is the pedagogue's notion of the good life. To date, however, about all he has got for his efforts has been a generous helping of esoteric restrictions neatly done up in lavender and pressed rose petals. It has long been accepted that education ennobles the student without at the same time making him ripe for a classification by the Havelock Ellis method. There is nothing in the Atlantic Charter to suggest that the same treatment, when applied to schoolteachers, should produce contrary results. If it does, the average educator is all for getting out from under some of his so-called "ennoblement."

Release from the stereotyped concept of the teacher as a person will not come easily. A Republican majority in Congress will not be sufficient to turn the trick. But release there must be if public school positions are to get and hold the type of personnel needed. As matters stand now, those who are competent for teaching either are by-passing the profession completely or else are using it as a port of embarkation to bigger and better things. For those in teaching who take their calling seriously, such a state of affairs is both disappointing and embarrassing. More important, it acts as a highly effective soporific to institutionalized education's efforts to achieve professed goals and responsibilities.

#### **Community Centered School Awaits**

For some years now the community centered school has been waiting around to be offered up as an official replacement for the child centered school which has flourished during the last quarter century. All the press notices to the contrary, however, there is much to be done by both the teaching profession and the community before mutual understanding and cooperation can reach a stage of development sufficient to make this type of school a reality.

Town and gown no longer may be as far apart as the poles but there are no signs of an early junction of these two social forces. In this realization lies one of the greatest challenges to our schools and our communities throughout the land.

\* The Clearing House 19:551 (May) 1945.





# School Health Program Grows

*through cooperation with independent agencies*

SINCE 1919 Milwaukee has attempted to solve its school health problems through utilizing the services of cooperating independent agencies. To this joint venture the public schools have brought educational services, such as health training, physical education, athletic, special and corrective programs, while the city health department has made available certain professional services, such as medical, dental and nursing.

The budgets and administrations of the public schools and the public health department have been independent. Private and parochial schools have shared in the professional health services along with the public schools.

That this program has worked with some success is indicated by Milwaukee's excellent community health record for two decades. But all agencies feel that the ultimate has not yet been reached and so the schools and the health department have entered into a cooperative experiment with a view to improving their joint health program.

## Fivefold Health Task

The Milwaukee public schools come into this experiment partly by virtue of the fact that they are engaged in a five year program of over-all curriculum revision. One of the first areas to be explored was the area of health. After much deliberation, the curriculum planning council conceived the task of the schools in this field to be fivefold:

1. To guide growing boys and girls in acquiring those attributes of physical and mental health that make for happy, useful living and wholesome, well integrated personalities.

2. To create in children attitudes and understandings that will help them to become effective citizens,

3. To develop in boys and girls those interests, appreciations and qualities of character which manifest themselves in intelligent and wholesome social behavior.

4. To produce in young citizens the ability and the inclination to think critically.

5. To assist boys and girls in acquiring the basic facts and skills that will help them to become self directing individuals as well as contributing members of society.

## Five Avenues of Approach

With these objectives, the committee on health education asked itself how it might approach the task of the school through the health program. It concluded that the child wisely guided in health will:

1. Be directed toward understanding those facts basic to knowing how to live healthfully

2. Be assisted in building desirable attitudes for sound personal and community health

3. Have opportunity to encounter those experiences which will progressively build desirable physical, mental and social health behavior

4. Be motivated toward continuous scientific evaluation of changing health concepts

5. Be led to accept responsibility for personal and community health preservation

This statement of purposes is particularly significant because it suggests that health education, like all education, should be coextensive with life, that health outcomes in concept and fact should be progressive and that each new level as it is achieved is only the beginning of an

ascent to a higher level. It likewise emphasizes the relation of personal and social attitudes and skills to health.

Mind you, we are now talking about a school program extending from kindergarten through the twelfth grade. It is not the function of this educational program to make physicians out of the children so that they can diagnose their own ills and minister unto themselves. Education should carry the layman up to the point where in time of need he makes intelligent use of professional health services. Then it is the function of these services to make themselves known and available on a private or public basis as need indicates.

## Resources Are Being Studied

Having tentatively established objectives, the health committee is now examining the whole area of the curriculum with a view to discovering what resources are available in all fields for achieving health aims. Among focal points now being investigated are the following: nutrition; exercise, body mechanics, sleep and rest; personal care and cleanliness; safety; diseases; physiology; first aid; home nursing; health services and facilities; environmental health; consumer health education; occupational hygiene; vocational opportunities and health; growing up and family living; education for moderation.

Out of this consideration is growing a new health education program. Its core is growth in healthful personal and community living. The program will consist of informal

practices coming from everyday living; it will contain many types of information which can be integrated naturally into other subject areas; it anticipates some direct instruction allocated to grade levels as determined by pupils' needs and interests; it will include health guidance.

Incidentally, in their curriculum revision work the Milwaukee public schools have profited from the state health curriculum committee and its great expert consultant, Dr. Warren H. Southworth. Much valuable aid, too, was given by Gertrude Mulaney, nursing education director of the Milwaukee health department, who was assigned on a half time basis to work with the schools on the program.

#### Health Services to Be Extended

In close relation to this curriculum program, the health department is undertaking an intensive review and an experimental extension of its school health services. To guide this venture it has drawn up the following aims.

"1. To obtain closer working relations among the nurse, physician, principal, teacher and welfare counselor in approaching their common objective, which is the teaching and guidance of the school child toward desirable personal and community living.

"2. To teach the school child to recognize and practice those principles which maintain a positive state of health and to select intelligently qualified professional consultation for guidance toward this state.

"3. To detect deviations from normal early and obtain an immediate correction.

"4. To obtain parental interest and participation in health programs which concern the individual child, the school and the community."

To carry out this program the Milwaukee health department "has chosen one school doctor's district to be used as a demonstration center for trying out new procedures, techniques and records in order to arrive at an improved health service. If this program proves successful after a year's trial, the number of districts can be doubled the second year, redoubled the third year and so on until all of the Milwaukee schools are included.

"In this attempt to demonstrate effectively a quality type of health service, it is felt that a preferable experimental district would be one which represents as many economic, national and religious variations as possible. With this in mind, an area which includes a wide range of nationalities was chosen. It includes families which are home owning and self sustaining and many which are financially of borderline level; it contains both parochial and public schools—four public, two Catholic, two Lutheran."

#### The Personnel Required

The personnel in this experimental program includes the school physician, four school nurses, eight school principals, one dental hygienist, one welfare counselor, eight building custodians and the teachers of eight elementary schools.

Space does not permit me to make a detailed analysis of this experimental program and to indicate how it deviates from, adds to or intensifies present health education practices.

Let me say of it briefly that:

1. With reference to physical examinations it increases the number of complete physical examinations and of vision and hearing tests; it increases the completeness of these examinations by adding more items to be checked; it provides additional time for each examination, and it makes the physician responsible for referral of pupils for psychological testing.

2. It increases and systematizes the teacher health activities by organizing the morning health review, making provisions for the sensitization of child health, providing nurse teacher conferences and medical teacher conferences.

3. It provides better cumulative health record forms and an improved program for these.

4. It provides better contact between the medical services and the home for the correction of child defects.

5. It provides better *modus operandi* among the school nurse, the school welfare officer and the attendance officer.

6. It provides more opportunity for the medical staff to assist the teacher in relating health services to the daily teaching program.

7. It provides better cooperative contacts in informing parents of deviations from normal health in their children.

8. It provides better follow up.

Here, then, is briefly outlined a development in school health programs in which cooperatively and yet independently the schools attempt to provide better health education and the health department attempts to furnish better professional school health services.

#### Will Agencies Cooperate?

Will the several agencies work together efficiently to achieve their developing common purposes?

In large part, the answer can be found in the experience of the past. For twenty-seven years in Milwaukee these agencies have worked together. I like to think that the association has been joyful, marked by a sense of common ends. In any event the job is one that neither the health department nor the schools can hope to do alone. It is a big job, big enough to make each feel a glad delight in finding an enthusiastic ally in the other.

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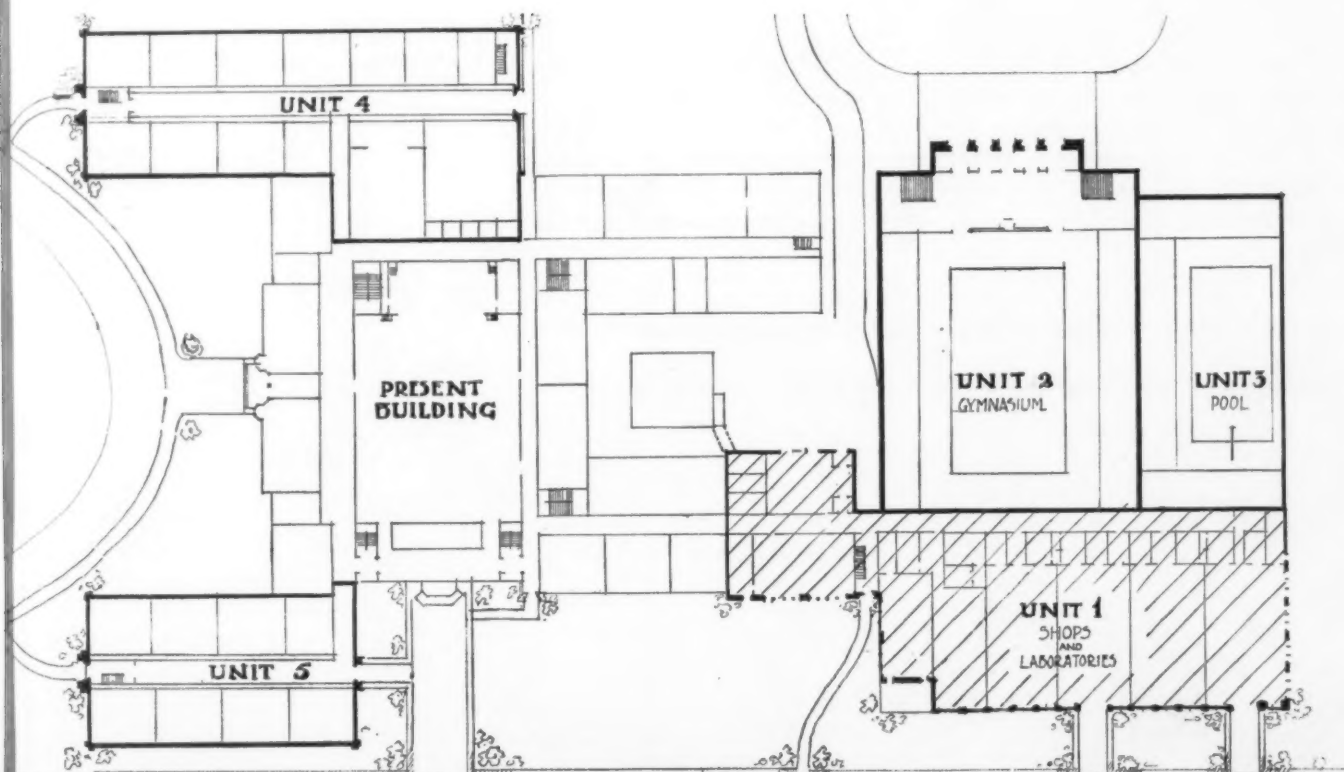
### WRITE FOR YOUR VOLUME INDEX

If you bind your volumes of *The NATION'S SCHOOLS* you will want the index to Volume 38, covering issues from July through December 1946. Continued paper shortages prevent its publication in the magazine. Send requests to 919 N. Michigan, Chicago 11, Ill.

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# SCHOOLHOUSE PLANNING

A twenty year building program for the Arlington Heights Township High School, Arlington Heights, Ill., calls for the construction of five new units to be added to the present building. Unit No. 1 in the plan shown below is now under construction. When completed the school will care for more than twice as many pupils as it has today.





# New Buttonwoods Elementary School, Warwick, R. I., planned to serve community

AS I have been associated with the Warwick school system for the last five years in direct charge of the operation and maintenance of school properties, I have had the opportunity to observe how schools operate, from both the academic and the physical points of view. By profession, I am an architect, with an experience covering twenty years in this field.

From my observations, it is apparent that school designers in the past, and I include myself in this group, have given small thought or devoted little research to the many opera-

## S. WESLEY MacCONNELL

Architect, Warwick, R. I.

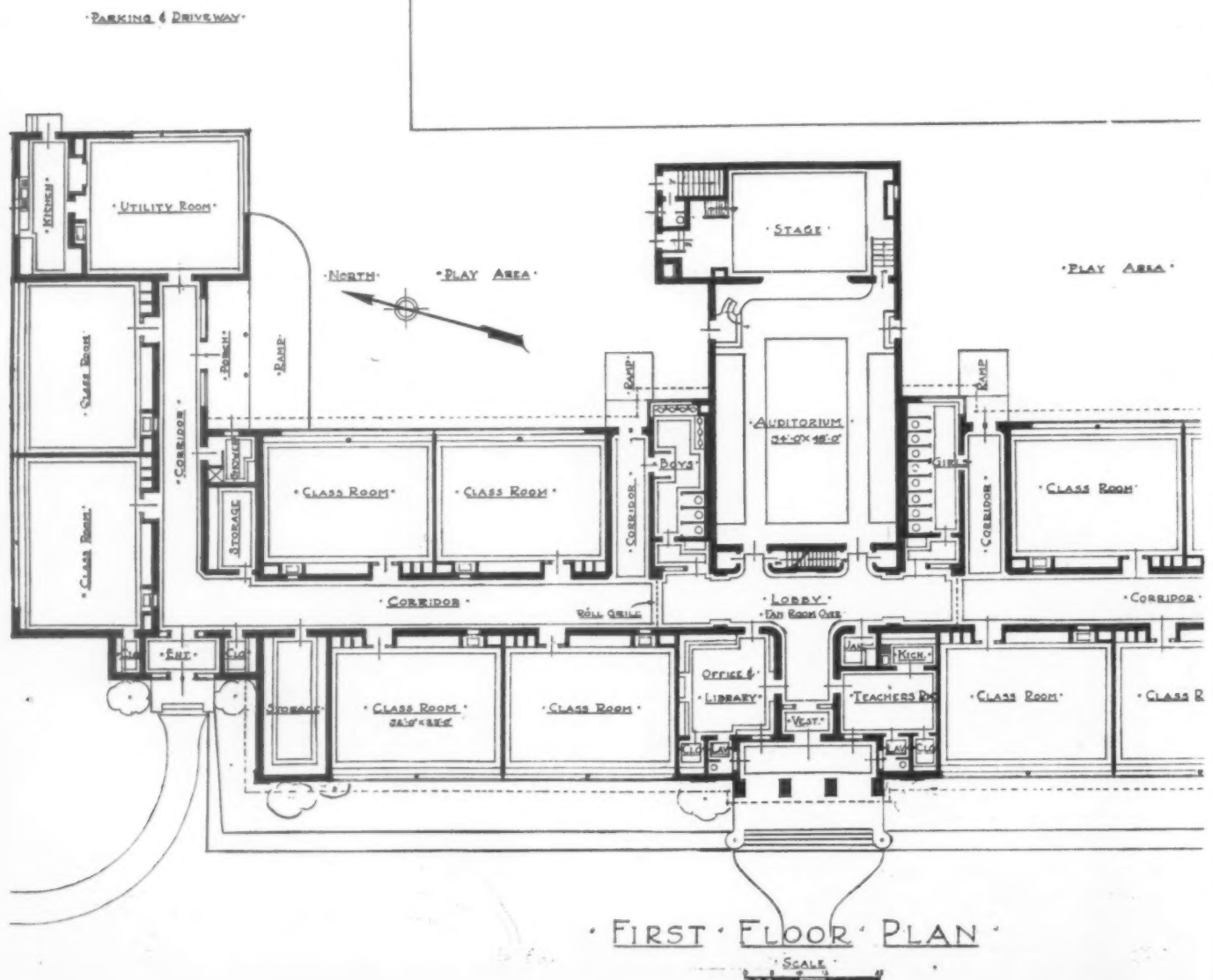
tional problems that confront our educators.

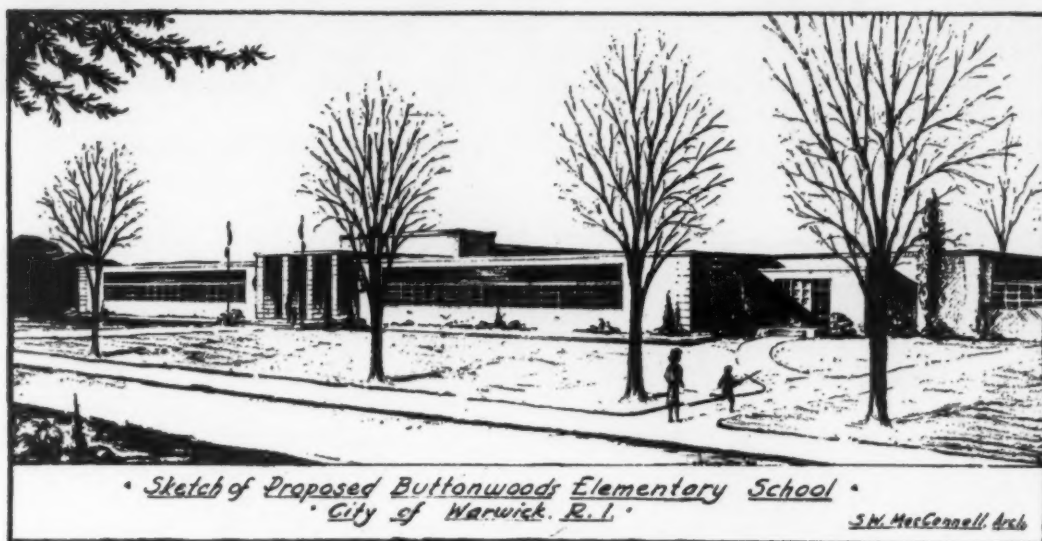
Here in the East, most of our school designers seem to have been affected with the "monumental complex." The buildings they have left us are like city halls and libraries and are covered with heavy stone ornamentations that have no appeal or interest to the children and require continual expense to maintain. The interiors, also, are of a public building character, with huge corridors,

high ceilings, large doors and permanent furnishings, all of which, except for pupils' desks, are made to conform to the scale of adults.

In general, our old buildings lack flexibility which a good school plan of today must have in order to keep abreast with the rapidly changing methods of education; they do not provide for the use of school facilities by the local community during either school or nonschool hours.

It is not my intention to criticize school architecture of the past but rather to outline some of the faults and failures that one must overcome





if a plan is going to work successfully, both today and tomorrow. I have tried to make the plans for the Buttonwoods School extremely flexible and of simple character, with at least 62 per cent of the area devoted to teaching, with the exterior and interior of the building in proper scale for the children, with the architectural interest arrived at by the massing of units, with the keeping of the ornamentation simple, functional and inexpensive to maintain and with careful consideration to the ever increasing use of school facilities by the community.

#### The Site

Being in on the ground floor of planning for the school, I had the opportunity of making recommendations in relation to the site. Among these were sufficient acreage and a location which would not increase problems of transportation but would still be off the main highway in a quiet zone. As a result, the school committee acquired a tract of land of approximately 6 acres, reasonably level, with good drainage and located midway between two highways. It unfortunately lacks shade trees.

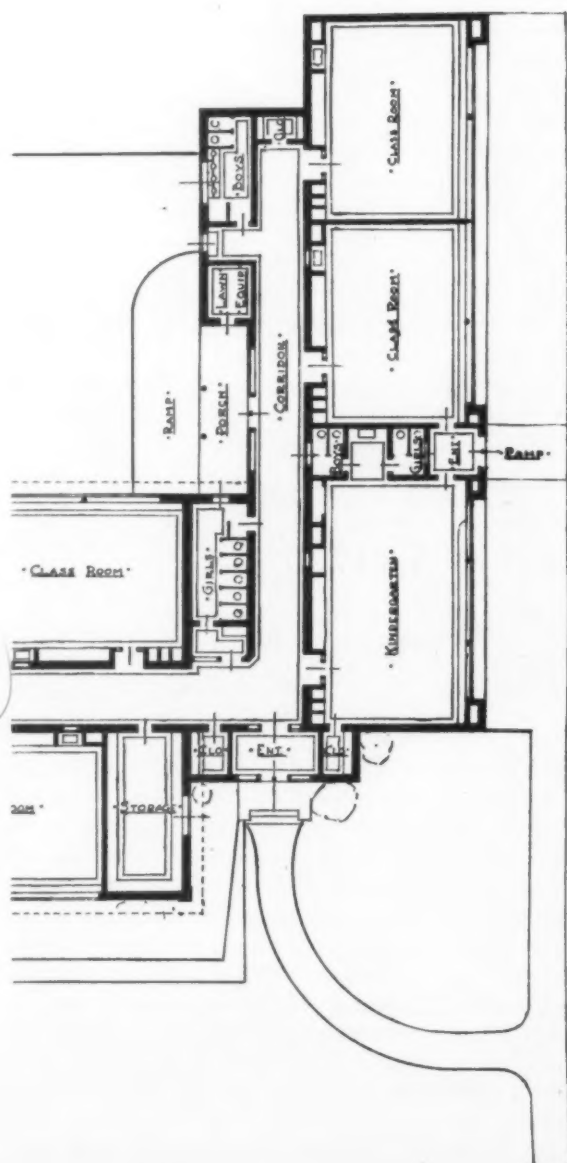
#### The Plan

The plan, with due consideration given to the site and its orientation, was developed from the requirements of 12 classrooms, a kindergarten and an auditorium.

I have found that if basement areas are provided in elementary schools, they are eventually used as classrooms or for undesirable storage and also that multiple story buildings are unsatisfactory for small children and do not fit in with the domestic scale of the surrounding area. Consequently, no basement has been provided in my plan except that required for the necessary utilities and, since plenty of land was available for future additions, no second story has been included in the plan.

The school is located so as to permit use of the auditorium by the community during the day, without disturbing the regular school session, or in the evening. Roll steel grilles are located in the main corridors so as to shut off the rest of the building when the auditorium is used at night.

Since I have also learned that the use of school auditoriums requires darkness for many of the activities



carried on therein, that the proper screening of windows presents a constant source of trouble and expense and that such windows are unsatisfactory for ventilation, I have eliminated all windows in this portion of the building.

### **Type of Construction**

The exterior walls are of brick, painted, with a 2 inch furring of tile and plaster. The interior walls are of cinder block units, plastered. The floors are of concrete on earth, except for those above the basement rooms where flat slab and pan type construction is used. The roof construction consists of steel bar joists and light weight concrete slab, and built-up roofing. Cornices are of wood.

### **Classrooms**

As planned, the classrooms are approximately 22 by 32 feet and are 11 feet high. However, to provide flexibility in arrangement the length can be easily increased or decreased at a later time, if necessary, since these end partitions are nonbearing and contain no pipes or ducts. Floors are of asphalt tile in light colors. The ceilings are of acoustical tile board.

The fenestration is comprised of metal sash and glass blocks, the latter being of the light directional type. Walls are of masonry units, plastered and painted in light colors depending upon their various expo-

tures. Artificial lighting is provided by three rows of built-in, flush fixtures using fluorescent tubes with a glass diffusing lens.

Built-in equipment consists of cupboards and open shelves under the windows, a teacher's closet, bookcase, metal file, children's wardrobes, sink and drinking fountain.

### **Corridors**

The corridor widths vary and have been established on the basis of a 5 foot width for 25 children, increasing 1 foot in width for each additional 25 pupils. The ceiling height of the corridors is 8 feet 6 inches. The floors are of asphalt tile and the ceilings of acoustical tile board. The wainscoting is to be of glazed terra cotta approximately 3 feet 6 inches high.

Each classroom has a corridor display case. The wall surface above the wainscoting is to be of painted plaster. The walls of the vestibule and the lobby will be covered with plywood from floor to ceiling in a natural finish. The natural lighting of the corridors is by glass block units on each side of the classroom doors. Artificial lighting will be supplied by recessed fixtures similar to those in the classroom units.

### **Auditorium**

The walls of the auditorium are to be plastered. A wainscoting of linoleum, approximately 4 feet high, will be installed on the two side walls

and the rear wall. The floor is pitched to the stage, with the exposed wearing surface of colored concrete. The ceiling is to be of acoustical plaster. The artificial lighting will be achieved by built-in down lights and cove lighting.

### **Heating and Ventilation**

The proposed heating system is a forced circulation, hot water radiant panel type, with the pipe coils located in the concrete floor slab. An oil burner using No. 5 or No. 6 oil will be the source of heat supply.

The temperature of each classroom will be controlled by a wall type of thermoray and an outside thermostat.

Classroom and toilet ventilation will be by mechanical exhaust, with the ducts located over the corridor ceiling.

The auditorium will be ventilated by mechanical input through an air tempering unit diffused at the ceiling. The exhaust will be by gravity, the air being removed at the floor level.

### **Conclusion**

I do not wish to convey the thought that this is the ideal plan for an elementary school for many things must be taken into consideration, such as the location and the general climatic conditions. The test, however, of the success of this plan can be determined only by the manner in which it will serve the community as a whole.

## **Planning the Health Suite**

**HAROLD M. ELSBREE**

Principal, Campus Elementary School  
State Teachers College, New Paltz, N. Y.

**W**HILE World War II helped to reemphasize the importance of health, it has for years been one of the major objectives of education. The development of the health program in schools has been gradual.

As progress has been made in this field, the facilities for housing the program have developed from no accommodations at all or very simple ones to the point at which the health suite is a most important part of the school plant. Provision has been made in many buildings for the

school nurse-teacher, the school physician and the dental hygienist. As the importance of mental health is realized, the school psychologist will find facilities planned for his use in some instances.

In the health suite the school physician makes his annual and special individual examinations of pupils. Here the nurse-teacher has her office and the school dentist and dental hygienist carry on their work.

The pupils report to the health suite for readmission to school following an absence caused by illness.

It is here that they are weighed and measured, the data on their physical growth are recorded and vision and hearing acuities are measured.

Pupils who become ill or who are injured while at school are taken to the health suite for emergency treatment. Provision is made here so that ill, recuperating or injured pupils can rest. Pupils who have symptoms which suggest communicable disease are isolated in the health center until they can be moved to their own homes.

Preschool immunization clinics are



held in the health suite where children of preschool age are given various vaccinations and inoculations prior to school entrance. Pupils who are to enter school for the first time in September are often brought to the health suite during the late spring or early summer for a preschool medical examination so that any remedial defects which are discovered can receive treatment and the child can enter upon his school experience in the best possible physical condition.

Periodic clinics to immunize pupils who have transferred into the school from other districts, to renew vaccinations and inoculations, to make tuberculin tests and the like are held in the health suite and demonstrations and small conferences are planned and carried on in these quarters.

#### Location Is Important

An important part of the planning of the suite is the choice of its location in the building. A location near the main entrance and close to the administrative offices is desirable. Then the entrance lobby or foyer can be used as a waiting space for parents and others when the school is conducting an immunization program or a summer roundup of pupils to check on their health.

It is important that the health suite suggest health rather than sickness. The white walls and furniture so suggestive of the hospital atmosphere should be avoided. The rooms should have a cheerful and informal atmosphere. The judicious use of color will help to achieve this effect. The floor covering should be of a nonslippery material which is easily cleaned. Heavy linoleum, asphalt tile or rubber tile is satisfactory for this purpose.

The size of the school being planned and the extent of the health program envisioned will to a large degree determine the facilities which should be provided in the health suite. In general, it should consist of a waiting room seating six or more persons, a dental room, dressing cubicles which can be used also for rest or isolation purposes, a nurse-teacher's office, a storage room and a toilet room. In large schools where the school physician spends a great deal of time in the building, it may be well to give him space for consultations and examinations.

The waiting room should be adjacent to the corridor. Approximately 100 square feet of floor space will be sufficient. Borrowed and artificial light can be used. The room should be equipped with chairs or benches, a bulletin board and a small reading table or magazine rack.

Opening directly off the waiting room should be the dental health room. A floor space of approximately 100 square feet will usually be large enough to accommodate this phase of the health program. It should be generously provided with natural light (preferably north light), supplemented by good, nonglare artificial illumination.

The dental health room should have the necessary plumbing to accommodate the dental chair and cuspidor. Duplex convenience outlets are needed for the operation of the dental engine, sterilizer and the dental operating lamp. A lavatory and dispensers for paper towels and sanitary cups should be provided. A half circle rubber mat fitted around the base of the dental chair is desirable.

Dental health posters, charts and notices can be posted if a bulletin board approximately 3 by 5 feet is installed on one wall. A dental chair, a cabinet for instruments and supplies, files for records, a desk, two chairs for adults, suitable chairs for children and a table or rack for displaying dental health pamphlets and models for demonstrating tooth brushing technics should be furnished.

#### Cubicles Should Be Included

Communicating directly with the nurse-teacher's office or the doctor's office should be two dressing cubicles, each having about 45 square feet of floor space. The cubicles should each be equipped with a cot so that they can serve also as a place for rest and isolation. Hooks and clothes hangers are necessary.

The nurse-teacher's office should be located adjacent to the waiting room and should have approximately 200 square feet of floor space. Care should be taken in the arrangement of the room so that there is a 22 foot space to provide the uninterrupted 20 foot distance required for vision testing. A lavatory, a soap dispenser and a paper towel dispenser will be needed. A duplex convenience outlet should be located in each wall of the room. Natural lighting sup-

plemented by good artificial lighting is necessary. An electrical outlet for illuminating the vision test chart should be available on the wall opposite the window.

The nurse-teacher's office should be furnished with a desk, at least two chairs and files for the health records. A cabinet or cupboard (in some instances built-in) should be provided for the storage of supplies and as a working surface for first aid or similar work. Balance scales; a height measuring apparatus (preferably separate from the scales); a cot; a mirror, approximately 5 feet in length; a waste container, and panel screens are required equipment. An outside telephone or a telephone extension should be included.

Opening directly off the nurse-teacher's office should be a toilet room approximately 30 feet square. This should have a water closet, a lavatory, dispensers for soap, paper towels and sanitary napkins and a waste container.

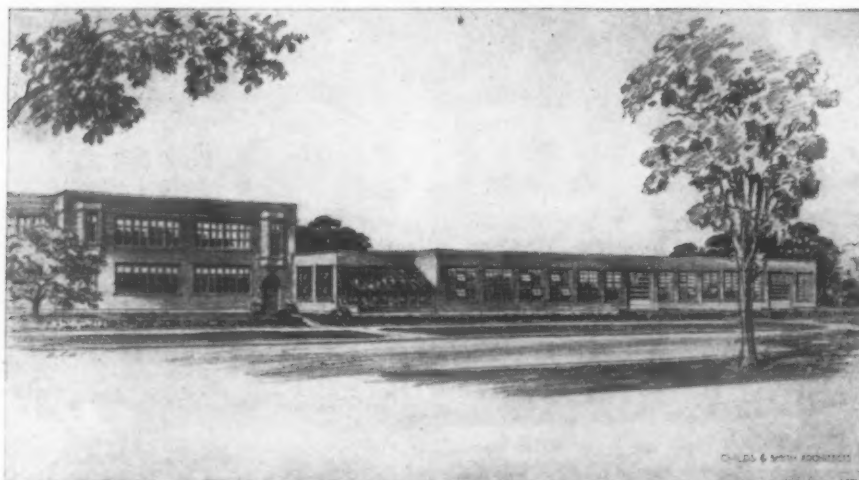
#### Storage Space a "Must"

Approximately 20 square feet of floor space should be allowed for the storage of equipment and supplies. A separate clothes locker should be provided for each member of the school health personnel.

Where a physician's office is to be included in the health suite, a floor space of approximately 100 square feet will be sufficient. Good natural and artificial lighting is necessary. Since this room is to serve as the examining room, the dressing cubicles previously referred to should communicate with it and with the waiting room. A desk, two chairs, a lavatory, a soap dispenser and a towel dispenser should be provided, also a cot so that the office can be utilized as an additional rest or isolation room when not in use by the physician.

In schools where the enrollment does not warrant the employment of a full time dental hygienist or nurse-teacher, less elaborate facilities are possible. The space used by the school health personnel can be shared. In all cases, however, provision should be made for a separate waiting room, a 20 foot vision testing distance, handwashing facilities, private rooms for dressing, undressing and examinations, a toilet and conveniently located storage space.

## Shops Come First in This Building Program



Architect's drawing of the shops unit as it will look upon completion.

### FRANK A. CHILDS

Childs and Smith, Architects, Chicago

**T**WENTY years from now Arlington Heights Township High School, Arlington Heights, Ill., will have a large plant accommodating 1500 or, possibly, 2000 pupils.

Today with 715 pupils the high school building is packed tight and there have been some thin spots in the curriculum that laboratories, shops and other specialized facilities will substantially reinforce.

Situated in a Chicago suburb, this high school serves both the towns of Arlington Heights and Mount Prospect as well as the level farm lands that connect and surround them.

#### Expansion Decided Upon

The major problem confronting the school administrator, the board of education and the architects was whether to build a totally new plant on a new site or to modernize and expand the 25 year old building after acquiring adjacent real estate to permit a long term development.

After a survey by the architects, the latter plan was adopted and work is now in progress on the first unit of a five phase building program which will be achieved, it is hoped, within the next two decades.

The original building is a conservative Gothic structure, not unattractive when viewed across hand-

somely kept lawns planted with sufficient well placed masses of shrubbery to make a satisfying composition. The new units will conform architecturally with the older nucleus, yet the resultant effect will be definitely more modern in feeling owing to the functional character of the additions.

#### Occupational Training Emphasized

First on the priority list in the planning is the shops and laboratory unit now under construction, floor plans for which are shown on page 39. With increased emphasis on both scientific and vocational training Arlington Heights expects to train its youths for the occupational opportunities open in the locality.

The pupils in the school shop will find conditions approximating those they will meet later in the factory or in a farm machine shop. The unit is a one story addition naturally lighted by a large glass expanse along three sides and by a saw-toothed, sky lighted roof resembling those found in airplane factories.

From a main corridor the pupil enters any one of the special shops to find a row of lockers inside the door from which he takes his coveralls or shop garb and in which he parks his books and his suit coat.

The lockers stand against a lavatory washroom wall, each shop having its own enclosure containing a circular washfountain; a small toilet room is provided also in each shop. Opposite the lavatory is an office for the shop instructor with a viewing window into the shop.

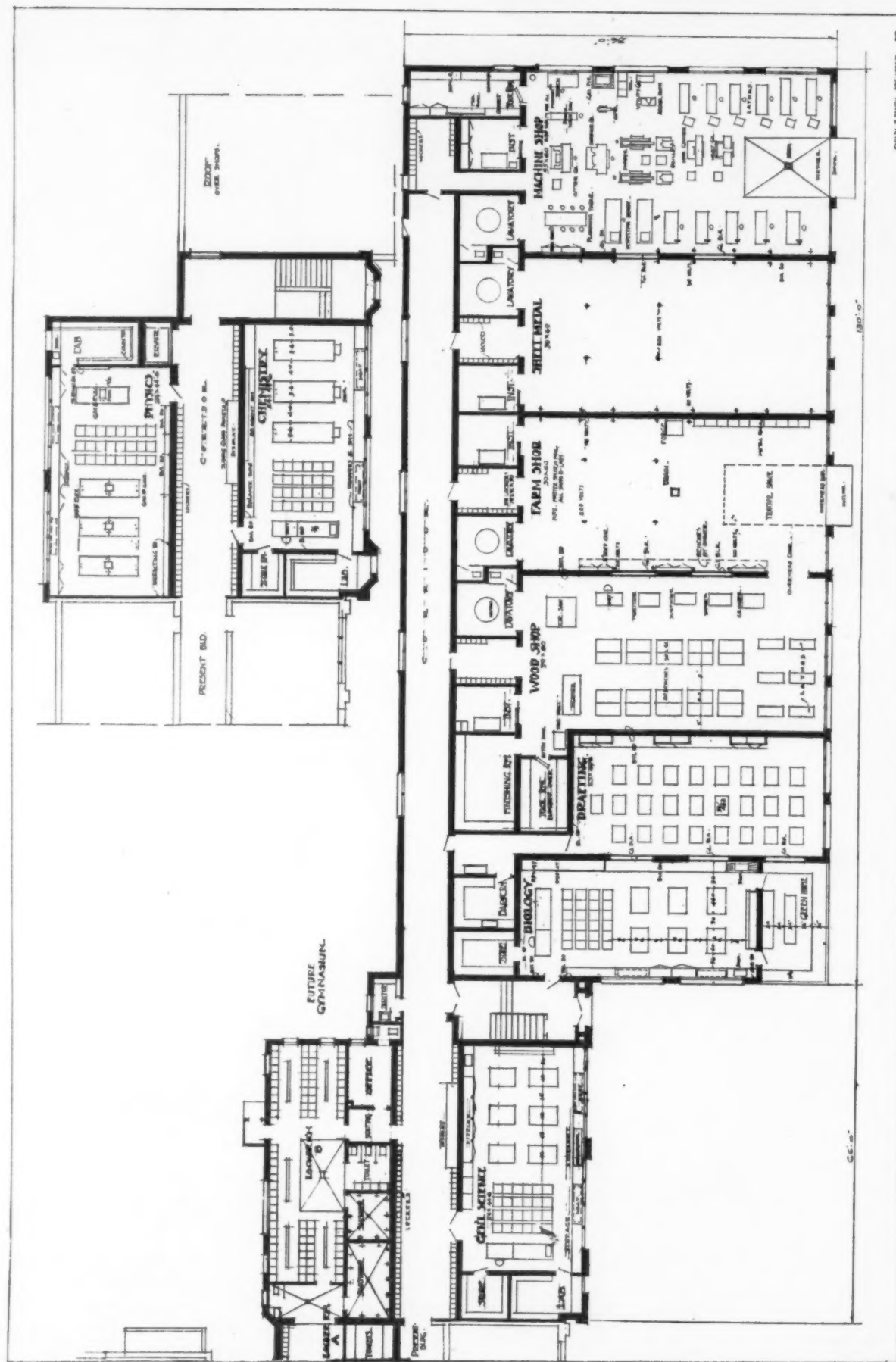
Two of the shops, as will be seen from the plan, have wide exterior openings with overhead doors to admit automobiles and farm tractors for study and repair.

A large amount of shop equipment has been acquired at a low figure by the school from the government or at auctions and within two or three months, when this unit is completed, the school will for the first time be able to give valid instruction in both vocational and agricultural subjects.

#### One Story High

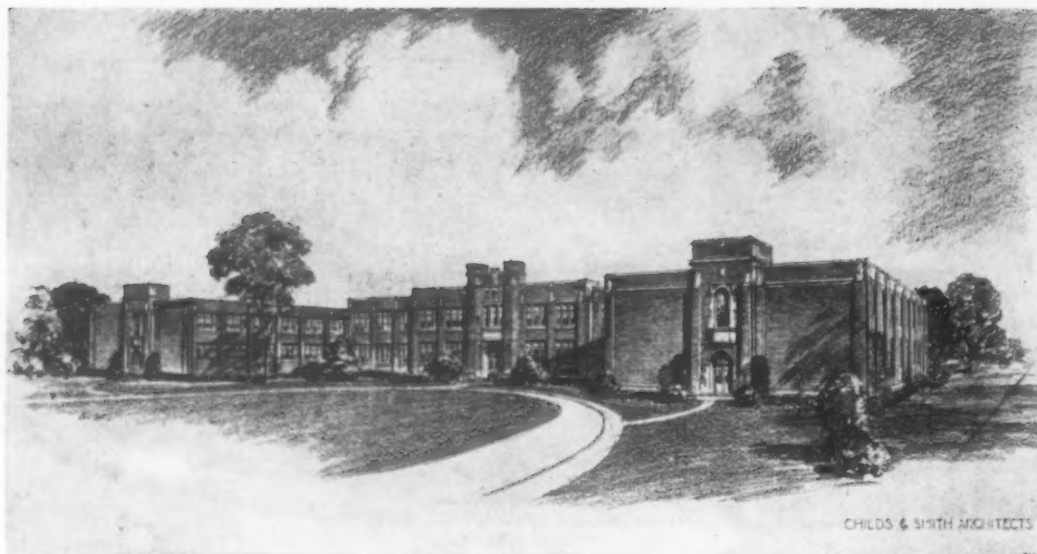
These shops are one story in height but the major laboratory section unit is of two stories to accommodate the various sciences. The greenhouse adjoining the one story biology laboratory has a glazed projection as can be seen on the plan.

Unit 2 in the twenty year plan of Arlington Heights High School is a gymnasium wing with an exercise floor 80 by 120 feet. In this large



Floor plans of the shops unit now under construction at Arlington Heights High School, Arlington Heights, Ill.





Front view of the Arlington Heights High School as it will look when completed.

sports arena, winter circuses and automobile shows can be held, as provision is made for 2000 spectators in rollaway and fixed bleachers. Adequate locker, shower and storage space is provided in the plan. The present cafeteria will have direct connection with the gymnasium wing by a tunnel, which thus rounds out the provisions for social events in this wing.

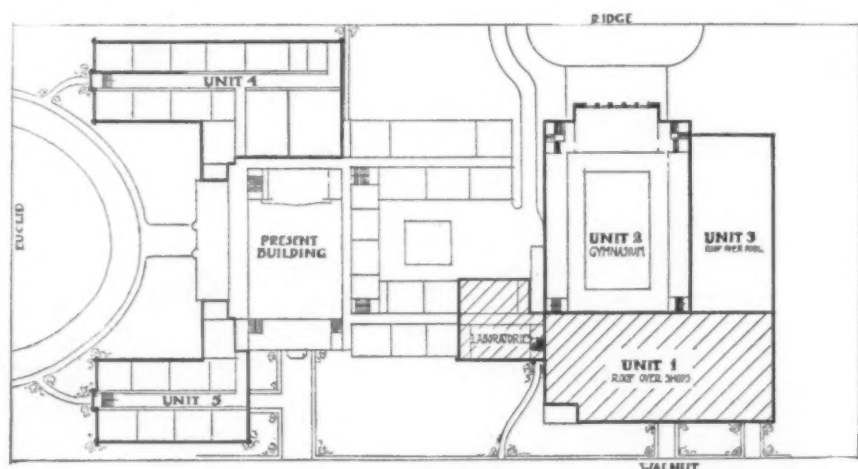
Once the gymnasium is financed and built, the next phase will come up for consideration. Unit 3 is to be a swimming pool planned for school use during the daytime and community use in the evening hours. Swimming classes for children are contemplated for Saturday mornings.

The pool will be accessible from both school corridors and from a separate public foyer serving gymnasium and swimming activities.

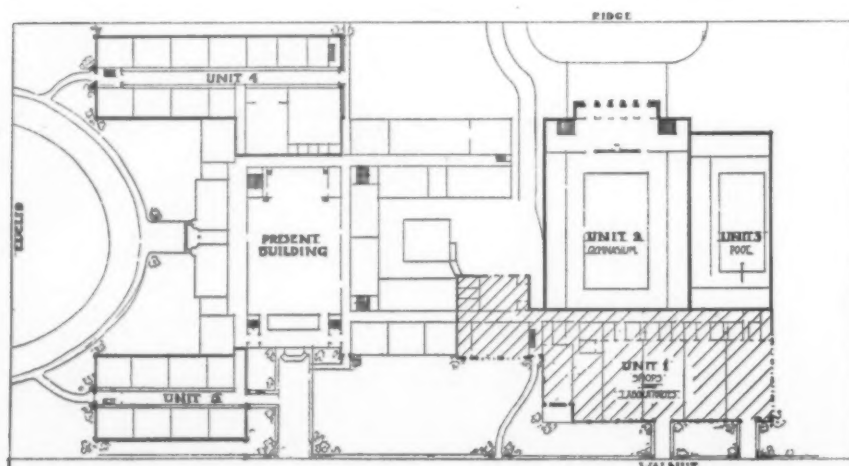
Unit 4 will be a classroom unit adding 22 classrooms, included

among which will be a music department. A band room, 50 feet square, with a combined choral hall, little theater and visual aids room will be located adjoining the stage of the present auditorium, thus integrating the facilities for musical and dramatic arts. When the new unit is

put up it will provide, in place of the present library badly located on a back service court, a splendid new library above the main entrance and overlooking the spacious lawns, thus making the library the physical as well as the educational center of the completed school plant.



Floor plans show the units which will be added.



The 22 classrooms to be provided in this phase of the long term construction program will be provided by adding a second floor to the one story wings. This will afford proper circulation for all classrooms at this level.

The school's twenty year plan will be completed when Unit 5, another classroom wing, is added. This will provide 14 additional classrooms for the anticipated enrollment of 1967.

The shop and laboratory unit now rising is costing \$255,000, a reasonable figure for these times.

SCHOOL  
OPINION  
POLL

EACH MONTH A QUESTIONNAIRE IS MAILED TO  
500 REPRESENTATIVE SCHOOL ADMINISTRATORS

## What About Teacher Strikes?

A POLL on teacher strikes brought out the record return of almost four years of these monthly questionnaires to school administrators. Returns were tabulated when 55 per cent of the replies were in but a steady trickle of responses kept on arriving with the Christmas mail.

That low salaries are a major cause of the shortage of properly qualified teachers was the consensus of 97 per cent of the respondents. Only 45 per cent of the schoolmen put low salaries as *the* major cause; the others mentioned as equally responsible for the current shortage of qualified teachers: lack of tenure and security measures, lack of social acceptance on the professional level and the silly restrictions which are placed on teachers by the community.

Few administrators regard teacher strikes as a desirable approach to salary improvement in the eyes of the public or of school officials or of teachers in general. Respondents seem to think that the device may be slightly more effective with the public than with teachers in general or with school officials.

When it comes to the final two questions asked, the schoolmen are less sure of their ground, it would appear. Three fifths of the respondents doubt that salary rises gained through strikes will increase the number of properly qualified teachers, but a bare half of them insist that teachers should never strike to improve general working conditions.

More respondents checked "uncertain" on these two issues than on any other questions put to them in the 44 preceding polls. More indicated in their comments that their point of view has changed or is changing in the last year or so. Let's sample some of these replies.

Says Supt. M. L. Hasting of the

Lindbergh Consolidated Schools, Valleyford, Wash.:

"I don't believe the public approves of teacher strikes because they hit

### QUESTIONS ASKED OPINIONS EXPRESSED

1. Are low salaries the major cause of the shortage of properly qualified teachers?

One of major causes.....52%  
Major cause .....45  
Not voting .....2  
Other answers .....1

2. Do you believe that teacher strikes are a desirable method of approach to improve salaries in the eyes of the following groups?

#### In Eyes of Public

Strikes not desirable method....80%  
Strikes are desirable method....12  
Uncertain .....8

#### In Eyes of School Officials

Strikes not desirable method....88%  
Strikes are desirable method....7  
Uncertain .....5

#### In Eyes of Teachers in General

Strikes not desirable method....82%  
Uncertain .....11  
Strikes are desirable method....7

3. Do you believe salary rises gained through strikes will increase the number of properly qualified teachers?

No .....61%  
Yes .....23  
Uncertain .....14  
Not voting .....2

4. In your opinion are teachers justified in striking to improve their general working conditions?

No .....51%  
Yes\* .....35  
Uncertain .....13  
Not voting .....1

\*Under extreme conditions only, some respondents declare.

where it hurts, but I believe strikes are the only *quick* way to educate school boards and stick-in-the-mud squaws still in the teaching game to the dire need of financial adjustment upward and, Lord knows, prices are rising daily."

From Ridgeville, S. C., Supt. Clyde E. Watson writes: "I oppose strikes in general but since teachers have tried other methods unsuccessfully it seems that strikes are our only salvation. The legislators are willing to vote a large sum to support asylums for alcoholics but are afraid to buy more teachers and better equipped schools. Our legislators want more whisky and more ignorance."

Supt. H. S. Freeman of Mobridge, S. D., says that as a "long time teacher" he has opposed unions and strikes for teachers but he is coming to the conclusion that "teachers must unionize to protect their interests and obtain living wages."

An Iowan declares: "The public is fed up with strikes. They would do more damage than good and at the same time reduce the teachers' standing in their communities."

And speaking for a large group of readers is this comment from Wisconsin: "While labor unions have gained wage increases through strikes, they have lost esteem in the eyes of the public through the use of these tactics."

Only one superintendent reporting had an easy way out of the current situation and some might even challenge the ease of his way of life. Wrote he:

"The attitude of the people in the Plains country is different from that in industrial centers. Labor must fight for better conditions in the crowded cities. Our western atmosphere would do wonders for all strikers. *Western Kansas would cure most all strikes.*" [Italics his.]

# The Classroom a Miniature Democracy

HARRY A. GARRISON

Principal, Bryant Junior High School, Minneapolis

EVERY successful organization has a basic aim, purpose, theme or philosophy by which it squares its actions, and school organizations are no exception for schools have a particular need for unification of aim and effort.

In any school system there must be room for considerable freedom and variety in method and organization as well as for carefully planned experimentation but it is not fair to a child or beneficial to his educational progress to subject him, as frequently happens, to radically different types of treatment from the various adults with whom he comes in contact day after day in the classroom.

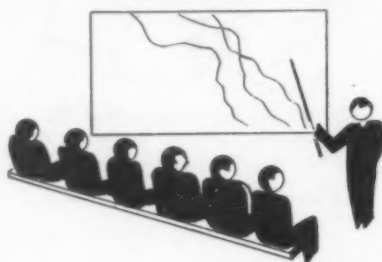
## Consistency a Virtue

Whatever is attempted should be followed consistently. For example, variations in control, ranging at times from unbending authoritarianism on the one hand to apologetic solicitude on the other, leave many young people in a muddle, neither willing to respond to external controls nor understanding how to control themselves.

In the process of education the establishment of common aims and basic underlying principles of the right sort, to which all concerned adhere, has much to do with the development of those intangible and unmeasurable yet nonetheless potent factors that go to make up rugged character. Attributes like kindness, courtesy, friendliness, helpfulness and courage have not yet been brought

into the realm of scientific evaluation, yet no sane man would question for a moment their supreme worth.

Since education is so dependent upon personal relations for its fullest fruition, the same unmeasurable qualities become its very warp and woof. There is no denying that everything measurable about school work should be subjected to the closest scrutiny but we are still dependent upon the personal judgment of trained observers for our best estimates of the value of what a par-



ticular school is doing in relation to the resources available.

One basic aim or purpose that has stood the test of experience in civic and political life, and one which is applicable in many ways to educational practices, is the establishment of democratic procedures, the setting up of effective cooperation among the members of a group or a society for the best interests of all, granting to each individual equality of opportunity, freedom of expression of opinion and rewards fairly propor-

tionate to his contribution. Surely the educational institutions of a democratic people should be the one place where the practice of democracy is exemplified at every opportunity, but unfortunately this condition does not always exist. Perhaps one reason it does not is that the meaning of democracy in connection with school procedures is not well understood.

In the first place, the source or true basis of democracy in school administration (as in all other forms of governmental administration) is the *electorate*. It is the citizens who have the first and last say on what shall be done and who shall represent them in the doing. Within the framework of the state constitution, as supplemented and abridged by legislative act, it is the responsibility of the citizens of a community, through their duly elected board of education, to decide the basic principles upon which their schools shall be organized and the policies by which they shall operate.

## Board Must Set Pace

There is abundant opportunity for the use of democratic procedures in the administration of these policies and it would seem to be properly the board's first concern to see that every activity within its jurisdiction is carried on in a democratic manner. But the establishment of democratic procedures in school affairs means, first of all, that the board of education's own activities should be carried on in a democratic manner based upon open decisions openly arrived at.

Decisions affecting school children should be discussed with parents and teachers alike; decisions affecting employees should be talked over with the groups affected; decisions regarding finance should be made after serious consideration of the needs of those who must provide the money as well as those who receive the benefit of it.

In all matters affecting the actual operation and management of the schools, the best interests of the children should unquestionably receive primary consideration, and who is in a better position to know the children's needs than are the teachers and parents? The administrative machinery should be geared to take full advantage of this wealth of experience and interest. Nothing is more



conducive to high morale than free discussion of the issues involved with the persons affected. Since the teacher-pupil relation is the supremely vital element in school work, the classroom becomes the real "center of gravity" of public education. All supervision and administration should have but one end, the improvement of the classroom situation.

In the tax supported public school classroom should be found the very cradle of democracy. Here the citizen of the future meets his peers in the give and take of an organized society. Even though he is lacking in judgment and understanding and needs guidance and training in learning to distinguish his duties and responsibilities in relation to his rights and privileges, a school system is missing a definite opportunity, if indeed it is not shirking a definite responsibility, when it does not see that every classroom, within the limits of the capacity of the children, is organized on a democratic basis. By the same token, the schools as a whole should be organized in like fashion.

#### Democracy in the Classroom

What is meant by democratic organization? In the classroom it means merely that a reasonable part of the time of the group is used to permit and encourage discussion of such group activities as come within the pupils' understanding, and that such group decisions as do not conflict with the rights of other groups or the needs of the larger organization are permitted to be made and carried out under the friendly guidance of the teacher.

In the school as a whole, democratic functioning means student government in such matters as the children show themselves capable of handling, but in this connection it must be kept in mind that self government by groups is a much more slowly and laboriously learned accomplishment than is the acquisition of self control by the individual. Pupils must be allowed to make their mistakes, recognize their failures and work out their own solutions (under kindly guidance) if they are ever to learn to succeed.

How does one go about getting members of a group to function democratically? By giving them a share of the *whole* job, by handing them a part in the thinking and

planning instead of allowing them to take part in the execution of the plans alone, although even the latter may become vital and intriguing if the plans are in a measure the pupils' own. Open discussion is a necessary means of arriving at the whole truth and each person must be encouraged to make his fullest contribution to such discussion so as to ensure the wisest possible solution or decision. The strength of democracy lies in the coordinated cooperation of all in solving the problems of the group. If teachers are to help children grow into the kind of adult citizens we need, they themselves must be experienced in the various processes which are at work in a democracy.

What is the criterion by which one can judge a truly democratic situation? Such a situation exists whenever any member of a group at any time is allowed to express an opinion divergent from or contradictory to that of any other member of the group, *including the person in charge*, without the slightest fear of unpleasant reaction of any sort. The free and unhesitating expression of opinion should be encouraged and cherished as one of the bulwarks of democratic action. Fortunate, indeed, are those who live and work in an atmosphere where minority opinions are freely offered and definitely encouraged, for they are the lifeblood of democracy.

## Pupil-Teacher Ratio in Chicago

DON C. ROGERS

Assistant Superintendent, Chicago

IN THE June 1946 issue of THE NATION'S SCHOOLS, the article entitled "Watch Elementary Class Size" reports a trend of *increasing numbers of pupils per teacher*.

Such a trend is so contrary to what I had supposed was the situation, that I decided to investigate the Chicago public school membership trend. My investigation shows that during the last ten years the number of elementary pupils per teacher has been substantially reduced and, conversely, that the number of elementary teachers per 1000 pupils has been materially increased.

#### Elementary Schools

Year	Pupils per Teacher	Teachers per 1000 Pupils
1936	41.5	24.2
1941	36.6	27.4
1946 (Feb.)	34.4	29.1
1946 (Sept.)	33.5	29.8

(NOTE: "Pupils" refers to all regular pupils in grades 1 to 8. "Teachers" refers to all regular teachers of grades 1 to 8, including assistant principals (who teach full time), teacher-librarians, adjustment teachers, home mechanics teachers and physical education teachers. It does not include principals, school clerks and teachers of special classes for crippled, blind, deaf, ungraded, truant, delinquent, cardiac, spastic, bedside, tuberculous, opportunity, prekindergarten and kindergarten children and adults.)

The Chicago public high schools have followed a similar ten year

trend, namely, (1) a decreasing number of pupils per teacher and (2) an increasing number of teachers per 1000 pupils.

#### High Schools

Year	Pupils per Teacher	Teachers per 1000 Pupils
1936	32.1	31.1
1941	29.1	34.4
1946 (Feb.)	25.1	39.9
1946 (Sept.)	25.7	38.9

(NOTE: "Pupils" refers to all regular pupils in grades 9 to 12. "Teachers" refers to all regular day school teachers of grades 9 to 12, including teacher-librarians, adjustment teachers and placement counselors. It does not include principals; assistant principals; school clerks; matrons; teachers in summer or evening schools; teachers in commercial, trade and vocational schools or classes of high school level; teachers in special high schools or classes for blind, deaf, delinquent, crippled pupils, postgraduates and veterans.)

The Chicago trend may be due to local conditions. Within the last ten years Chicago has provided such additional educational services as elementary school teacher-librarians, elementary school adjustment teachers, high school adjustment teachers and high school placement counselors and others.

These innovations, plus a definite attempt on the part of the school authorities to reduce the size of classes, have liberalized the Chicago pupil-teacher ratio.



A burden bearer in Korea.

FOR forty years Korea was a Japanese colony and its school system was patterned after that of Japan. On September 10, 1945, the first contingent of American troops landed at the port city of Inchon and with them came Maj. Earl N. Lockhard who immediately proceeded to Seoul, the capital city, and established himself in the office of the director of the Department of Education.

The condition of Korean education was critical in 1945. Almost all school administrators were Japanese because of a strictly observed policy that no Koreans should rise to positions of administrative responsibility; the language of the schools was Japanese, which differs radically from the Korean; school buildings, already in poor condition caused by neglect during the war years, were being occupied as billets by the U. S. Army; the curriculum was heavily loaded with such subjects as military training, Japanese ethics, Japanese language, Japanese history, and the school books were those that had been published by the Monbusho (Department of Education) in Tokyo.

#### The U. S. Takes Over

The doctor decided to perform a series of operations, none of which was so severe as to cause the system a shock from which it might suffer permanent harm. The schools were ordered to open under their existing framework. As the Japanese were evacuated to their homeland, Korean

# Korean Schools Today

**RICHARD WERTH**

Adviser on Teacher Training, Department of Education  
Seoul, Korea

"head teachers" gradually took over the administrative posts. Korean became the language of instruction in all schools, although no textbooks were as yet available in that language.

In October a new curriculum was issued, eliminating Japanese and military subjects. In November and December a national committee on educational planning was formed to advise the American director of the Department of Education on nationwide educational policies. Today, every American administrator has a Korean "counterpart" with whom he considers each move.

Important documents are issued in Korean and in English which are signed by the American officer and his Korean counterpart. All local education is carried on by Koreans with American officers being retained only in positions in the national

Department of Education, one in each province acting as provincial educational administrator.

The problems facing us in this strange land are of two kinds: (1) the practical difficulties of running schools in a nation which by a political accident has been bisected at the 38th parallel and whose economic life has been thereby brought to the point of stagnation and (2) the educational difficulties of democratizing the schools of a nation which has served the purposes of Japan for so long. I shall speak mainly of what has been done in the attempt to release Korean schools from the tight vise of the Japanese system.

The Japanese school system was highly centralized and paternalistic. Its purpose is best expressed by the revered document which was signed on October 30, 1890, by Emperor Mutsuhito. A copy of this was kept



Korean children are scrupulously attentive and well behaved.

in a special and sacred place in every school in the Japanese empire, was brought out on festive occasions on a special lacquer plate, was picked up by the principal of the school who wore spotlessly white gloves, since he would not dare touch the paper with his bare hands, and was read to the assembled student body in a ceremonial monotone.

"Ye, our subjects, be filial to your parents, affectionate to your brothers and sisters; as husbands and wives be harmonious; as friends, true; bear yourselves in modesty and moderation; extend your benevolence to all; pursue learning and cultivate arts and thereby develop intellectual faculties and perfect moral powers; furthermore, advance public good and promote common interest; always respect the constitution and observe the laws; should emergency arise offer yourself courageously to the State and thus guard and maintain the prosperity of our Imperial throne, coeval with heaven and earth."

#### Everything Is Standardized

No wonder, therefore, that the individuality of each pupil was subdued to the purposes of the state! Almost all of the older teaching methods which we have succeeded in practically eliminating from the American scene can be found in their purest form in Korean schools today. Methods of teaching are highly standardized; the teacher's lecture and the textbook are the center of teaching with few supplementary materials being used; retention of subject matter rather than the development of initiative and independent thinking is the end of all teaching; the curriculum is organized into numerous courses and the subject matter of each course is usually taught without relating it to that of other courses; discipline is an important aim in teaching, and little provision is made for differences in pupils.

We have advocated an expansion of the schools so that eventually every child in Korea may at least finish junior high school. We have introduced the American system of six years of elementary school, three years of junior high and three years of senior high. We have introduced the concept of social studies into their curriculum which formerly contained geography, history and civics as entirely separate subjects.

This change was the first in a



Retention of subject matter is the end of all teaching.



Korean woman with her sewing.

series of moves by which eventually the secondary schools will teach pupils something they will be able to use in their adult life. All of the secondary school curriculum heretofore was directed toward the university entrance examinations. Vocational subjects, music, arts and crafts, even geography have always been slighted because they were not part of these examinations.

The entire educational system of Japan was built to fit the needs of the handful of pupils who would eventually attend the university. To eliminate this anachronism, we have designed useful vocational curriculums for secondary schools. These changes have been generally welcomed by all Korean educators.

The Korean schools of today are naturally still similar to the Japanese schools. The teachers were trained in Japan, particularly the secondary school teachers who were forced to go to Japan for their training for

the simple reason that no teacher training other than elementary was offered in Korea. Most books are still former Japanese textbooks and it will take many years to eliminate the undesirable features of Japanese influence. American specialists in various fields are guiding Korean educators and a new college of education is opening where the emphasis will be on new teaching methods and the more democratic educational philosophy of making the curriculum suit the needs of the pupils.

Since the educational system here is centralized, it is much easier to induce changes than it would be in a decentralized system as we know it in the United States. A stroke of a pen changed the language which was used in Korean schools! It will not be as easy to change habits and ways of thinking which will persist for years, but at least it is possible to make overall changes from the top which will become effective in a



minimum of time. That is the great advantage of a centralized system in a period of educational change.

The school administrator has always wielded a life-and-death power over the most important single item

in the schools of Korea: admission. It is hard to imagine the struggle which parents and children alike undergo to gain admission to secondary and higher schools; even in the elementary schools it is often difficult

for the children to gain admission.

Enrollments in the Korean schools were always strictly controlled. For instance, if a school was built to enroll 150 pupils each year, then regardless of the number of applicants the principal would admit only 150. In many schools, the number of applicants was 10 times the capacity of the school. To place a son in a desirable school, a parent frequently resorted to wire pulling and palm greasing, both of which were silently accepted practices in Korea.

It is unfortunate that we cannot decree that admission shall be granted to all pupils applying. It is impossible to do so with present plants. As long as more pupils are pounding on the school door than can be admitted, Korean school administrators retain the right to admit or refuse admission.

#### Much to Admire in Korean School:

In all fairness it should be said that some features of Korean schools today would draw admiration from any American teacher. The children are scrupulously attentive and well behaved; the schools are an example to the rest of Korea in their emphasis on cleanliness; pupils and parents alike accord to teachers a respect which, in part at least, makes up for their miserably low salaries and, in times of need, parents' associations raise funds for the upkeep of schools and teachers. Koreans as a whole believe strongly in education and see their salvation in a better educational system.

We Americans have a unique school system, the growth of which has been mostly self inspired, with only occasional influences from Europe. Our work in Korea is one of the first attempts to introduce some of our well tested principles into the educational system of another nation. The great danger in the process would be a failure to realize that many of our methods will not succeed on foreign soil, some of them because they cannot be afforded, some because a nation may not be politically ready, others simply because they are in contradiction to a nation's customs.

However, many general American educational principles can be successfully inaugurated anywhere, and their introduction into other countries will in due course bring friendship and gratitude to us as a nation.

## Red Cross Interests Pupils

**H. CLAXTON SPARKS**

Chairman, Junior Red Cross, Public Schools  
Birmingham, Ala.

**J**UNIOR Red Cross Activities are playing an important rôle in the program of the public schools in Birmingham, Ala. Pupil interest runs high and is motivated by a desire to serve other children who find themselves in unfortunate circumstances, regardless of their race or creed.

The Junior Red Cross Student Council in the individual school affords an excellent opportunity for the sponsor to provide pupils with training and experience in the art of getting worthwhile things done efficiently and effectively. School sponsors are finding adequate help and guidance through official Junior Red Cross literature and through the help of the local Red Cross services and the county sponsor. The Junior Red Cross publications also furnish materials which help the pupils produce their own programs.

It is generally agreed that pupils who indicate interest in service to others will become better citizens than those who do not have such interest and will be willing to do their part in creating a better adult world. Contacts which are now being made with other parts of our globe will help serve as links to world friendship. Our children are rapidly becoming familiar with customs of foreign lands and peoples. In this age of flying, it is not unreasonable to believe that these children will in time be seeing the people to whom Junior Red Cross services are now being directed.

A report to the superintendent of schools in Birmingham from Jefferson County headquarters indicates the nature of the program, which is quoted in part.

"The Junior Red Cross program during the past scholastic year has been particularly active and effective.

It is evident that progress has been made in training youths for service, in production and in attitudes toward local, national and international problems. These unique achievements are due to the excellent response of the Junior Red Cross councils and of the teacher-sponsor and to the cooperation of principals and school officials."

During the last year the 43 white schools in Birmingham enrolled 100 per cent for service and the war fund drive contributions amounted to \$15,167.16; 27 Negro schools were 100 per cent in enrollment and the total contributions amounted to \$4360.31.

A total of 85,100 articles resulted from the production program and 23,205 commercially made products were supplied by the children for use by the local chapter in the international program. The salvage program netted 1,561,125 pounds of paper and 23,300 pounds of metal. In the summer months, 56 Birmingham girls contributed 2102 hours to cancer service and 45 other girls spent 2000 hours in hospital service.

A comprehensive Junior Red Cross program is recommended for all systems which are not fully organized. Although the activities here reported were carried on while this country was still at war, they suggest what can be accomplished by school children working together for a common cause sponsored by an organization such as the Red Cross.

Ideas for Red Cross organizations are outlined and explained in a handbook "Junior Red Cross and the School, Jefferson County Chapter, American Red Cross, Birmingham, Alabama." This publication is a guide and a challenge to all who use it. A copy can be obtained by writing to the Jefferson County chapter.

# Wide Awake Supervision a Stimulus

MEADER G. PATTINGTON

Assistant Supervisor of Education, Finance Division  
New York State Department of Education

YOU may have heard the story of a Persian who left his home, after selling all his property, to go on a search for diamonds. His neighbor, purchasing the property, found diamonds on it.

The bearing of this on supervision? Well, there is the case of the principal of the small school who decides that when he enters a larger institution supervision will pay. His successor, therefore, initiates supervision in the smaller school with surprising results.

Creative supervision is guidance in teacher self education. Many teachers read, visit classes and ask questions but it is a fact that many others do nothing along these lines; they go on year after year teaching the same old thing in the same old way. A famous editor once said a boost is the same as a knock except in final results. A boost in the right direction can cause more of a change in teacher self improvement than many so-called supervisors realize.

## Teachers Must Grow

Future citizens are being prepared in our schools and it is definitely our responsibility to give them sane, progressive, supervised teaching that will enable them to work to the limit. Our world of today is a complicated one deserving all of our citizens' best efforts. Teachers will grow in the face of many odds provided they receive proper supervision, knowing that they are backed with a healthy, wide awake program.

The historical development of supervision goes back to the cooperative efforts of the Pilgrim Fathers. In 1654 supervisory duties were given to Massachusetts selectmen in overseeing the schools. School supervisory visits were made in Boston in 1709. School supervisory control on a statewide basis, perhaps largely administrative, came in 1784 with the New York State board of regents. Buffalo, N. Y., had the first city school superintendency in 1837. Cin-

cinnati in 1868 had the first drawing superintendent.

The supervisor must have a definite philosophical point of view to pull himself out of the "mire of despond." Future fitness for life must be considered in dealing with pupils, if proper supervisory ideals are to be realized. The school's size is often given as an excuse for lack of effectiveness whereas it may really afford a wonderful opportunity for carrying direct results of supervision into pupils' homes. However, in far too many cases home visitation is done in a haphazard manner with little attempt to reach definite objectives.

Supervision should start before school begins in the fall at an informal faculty meeting held at the principal's home. The new teacher at this meeting gets the chance to orient herself. The principal should present a clear-cut philosophy of the school system and a summary of each worker's responsibilities. At this meeting booklets should be supplied, giving teachers' noon hour duties, chapel program responsibility, school calendar, curriculum, basic textbooks, films and slides, supplies on hand, personnel, information about the community, fire drills, routine conduct, supervisory procedure and other business, including a definite "first week's program." One principal used effectively a small map of the school building with a key to room numbers and grades.

## Some Work Must Be Delegated

The booklets provided at this initial meeting will prove a valuable timesaver. Teachers need definite information and supervision before they can help with pupil enrollment and program formation. The principal can conserve his energies if this work is delegated.

In supervising the new teacher, a sheet to be filled in and returned before school calling for full teacher data, including name, age, address, telephone number, experience if any, schools attended, special work taken,

extracurricular activities in which interested, is an excellent supervisory device and allows new teachers to fit into the fields of their greatest interest. This information, copied on large cards, filed and kept up to date, becomes a valuable permanent record.

Supervision of school buses also needs definite planning. Bus drivers should meet with the principal a week before school opens. A set of tentative rules and a round table discussion at which changes are adopted will promote the cooperative spirit. Officials of outside contracting districts should be invited to be present.

## Principal Will Have Time

During the opening days of school, the principal who has laid his foundations will find time to supervise properly and help both his new and his old teachers. Senior pupils and older teachers can be assigned routine duties; this will relieve the principal and give him time for supervision. Teachers should know their supply requirements and have a definite schedule for requisitions. Callers should not be made too comfortable as they may not know when to leave. Short, frequent visits to the new teacher's room, with the attitude of helpful service, will guide her in the path of real growth. An early study of eye and ear conditions is a corrective supervisory measure that removes a great deal of disciplinary strain from a teacher's shoulders.

When new factors have been successfully introduced it is important that the definite supervisory program be carried out. Notices of the supervisor's visits should be sent to teachers ahead of time. The supervisor should have a definite purpose. A testing program may be used in checking up on results of visits.

Conferences with individual teachers can be held in the classroom immediately after the visits or a definitely planned meeting can be called later, with no pupils being present. Another suggestion is to set aside



a Saturday morning for the conference. This provides more time and less confusion so that more satisfactory results are obtained from such a meeting than from a rush conference.

The board of education will generally be willing to hire substitutes so as to enable teachers to visit other schools. Observation in another school system of a "good" teacher will prove one of the most valuable of supervisory devices.

The principal can also provide self analysis questionnaires. Many state universities and departments of edu-

cation will lend educational books to schools. Even the small amount of funds available for the school library will often provide a new book or two a year. In a few years a selected group of valuable materials will have been assembled.

In general, the importance of a definite school philosophy must be stressed. There is a real need for this in order to locate and define long term objectives. The principal should add the objective of having pupils trained in "how to study." Whether this requires the art of reading fast, outlining or note taking, a definite

plan of study will prove a lifesaver to many a pupil. A good course in supervision should be a requirement for every supervisor. Even with a full schedule, time can be found for many of the foregoing suggested plans. Once found, there will always be extra time for the finer details.

The old saying, "When you want something done, find a busy man to do it, for he will always find time to do a good job," is especially applicable to the man confronted with establishing a supervisory program in his own school system, with finding diamonds in his own small field.

# The Art of Cooperation

PRESTON C. JOHNSON

Head of the Department of Secondary Education, Virginia State College, Petersburg

## If I Were a Supervisor

By a Teacher

1. I would seek to win the confidence of those under my supervision.
2. I would strive to understand and interpret the curriculum more fully, its background and its general and specific aims.
3. I would construct brief analytical bibliographies and reviews of recent articles and books which would aid my teachers.
4. I would encourage professional improvement of teachers.
5. I would measure periodically the effectiveness of my supervision.
6. I would replenish and refresh my knowledge of methods of teaching the subjects included in my curriculum.
7. I would make supervision an unquestionable teacher aid, thereby motivating teacher appreciation and cooperation.
8. I would familiarize myself with new technics, devices and methods of improvement.
9. I would attempt to coordinate school, home and civic organizations.
10. I would strive for a spirit of congeniality, consideration and fairness.
11. I would find out just what is expected of me by the superintendent in order to prevent friction among principals, teachers and special teachers.
12. I would remember that supervision is a cooperative undertaking.
13. I would study the child with his teachers and together we would try to understand him and help him to grow and to develop to his utmost capacity.

## If I Were a Teacher

By a Supervisor

1. I would keep myself professionally prepared to render the best teaching service possible.
2. I would strive to know each child and his background and I would use this knowledge as the basis of aiding the child to improve.
3. I would strive to make my classroom a facsimile of society.
4. I would plan my curriculum in such a way that, as far as I could provide for it, all the needs of all the pupils would be met.
5. I would try to see that the fundamental skills were developed in each pupil to serve as the foundation of his learning process.
6. I would work cooperatively and appreciatively with the supervisor on any program for the good of the school and the community in which the school is located.
7. I would have my school serve the parents as well as the pupils as effectively as possible.
8. I would remain open minded for suggestions at all times from all with whom I might come in contact.
9. I would be prompt and accurate with reports at all times.
10. I would keep myself morally, mentally and physically clean as a living example for my pupils and community.
11. I would be fair and tactful in all relationships with those with whom I had to deal.
12. I would try to understand the place of the school in our kind of society.
13. I would welcome the advice and counsel of the supervisor on all matters relating to the welfare and improvement of my children.

See *The NATION'S SCHOOLS*, February 1945, p. 46, for companion article on relation between principals and teachers.



# Chalk Dust

## New Year's Card

*What though the times are full of fright,  
What though events are on the skids,  
Come snow or rain or gloom of night,  
Hold fast your job of guiding kids.*

« »

## Parent Relationships

WHILE educational authorities are agreed that the school must give constant attention to the improvement of parent relationships, it is suggested that the process is sometimes pressed too vigorously. The best informed authorities hardly go so far as to advocate the method used in Chidunk where fun loving janitors are instructed to slop the visiting parent accidentally with buckets of dirty water, thereby creating what is technically known as a cooling off period.

Nor is there general agreement that the office secretaries be given elephant guns so that they may take pot shots at the bewildered visitors. A gun in the hands of a slap happy secretary may easily become a two edged sword, if you know what we mean.

It is true, however, that the "bear trap" method has received approval among some school executives. In such a case, the school superintendent cunningly conceals a bear trap among the loving cups and curriculums which always litter the office and, in his tramping rage, the unsuspecting parent steps into the trap causing much glee with his anguished howls.

A less spectacular method of bedeviling the parent and one in great vogue at the present time is by the issuance of new style report cards. With slight thought and study these cards can be so compiled as to mystify the parent with meaningless jargon and symbols so that he gradually loses his mind, thereby becoming a staunch supporter of the more progressive methods of education.

Through the use of these and similar devices too numerous to mention many school administrators have solved the question of parent relationships by completely abolishing the entire problem.

« »

## Lessons in Natural History

### X—The Loon

"AS CRAZY as a loon," we often say sympathetically referring to the superintendent of schools in the adjoining district. Yet how little we realize that not only our neighbor but every school

administrator at some time or other betrays similarity to the cute little *Gavia immer immer*.

The loon, according to Agassiz, is a bird of much ability, although mostly in the lower salary brackets. He is noted for affection for the young, swimming about joyfully in their company, playfully carrying them on his back and planning their daily curriculums.

Away from his natural habitat, the loon is likely to seem clumsy and self conscious but in the company of his fellow loons he preens and puffs about with great enjoyment. Some loons have a keylike adornment on their breasts but research has not yet proved that this is a vestigial Phi Beta Kappa key.

"Often in the early spring (contract time?), the wild desolate cry of the loon is heard in the land," says the Britannica in effect "This is the same cry heard long ago and it will doubtless continue to ring out, for the bird which utters it refuses to abandon its favorite haunts."

A loon who has any tenure at all, which most of them don't, owes his continued existence to his ability to duck. Furthermore, not only can he duck head first but he can duck all over at the same time. The loon, we repeat emphatically, may not always be crazy. He only seems that way to non-loons.

« »

## PESSIMISTIC PAEAN

*When Nero was the Roman boss, he worked hard at his job. He never found himself at loss to titillate the mob. If folks were wrathful, bored or tired or civically astray, a couple Xians would be "fired" to make a holiday.*

*Though happily such customs have gone their gruesome way, some few reminders of these days still cast their evil ray. When budgets fall or taxes rise, and goat supply is low, the powers that be combustionize a principal or so. Thus education's fires are lit, the wheel of time is turned; again is history rewritten—another teacher burned!*

*There's joyous celebration as the hot flames rise and fall and, though tough on education, it's good clean fun for all.*

*Frederick J. M...*

# Current Decisions on School Law

M. M. CHAMBERS

American Council on Education

## Parochial Pupils Again

**Ruling:** *Owing to procedural technicalities in the case under review, the supreme court of Wisconsin avoided expressing any opinion as to whether the expenditure of public money by a school board to transport pupils to a private or parochial school would be a violation of any section of the state constitution and likewise expressed no opinion as to whether a statute providing transportation of children who attend public schools, and providing none for those similarly situated who attend parochial schools, denies to the latter equal protection of the law and is therefore invalid.* Costigan et al. v. Hall et al., (Wis.), 23 N. W. 2d 495 (1946).

**Case:** Taxpayers of a common school district in which school was suspended and 40 pupils were transported to school in the village of Lyndon, where a minority of them attended a public school and a majority attended a parochial school, sued to enjoin the local school board from transporting the parochial pupils at public expense.

The board answered that the district sustained no loss by reason of the transportation because it cost less than it would cost to maintain a public school within the district; and that the transportation was done in good faith and in the belief that it was a duty of the school board in the circumstances. The pupils were not transported to the parochial school but all alighted at a point on the public street of Lyndon, whence they proceeded on foot to the schools. Public and parochial schools were of equal scholastic standards.

The answer was met by a demurrer (admitting the averments of the answer, but asserting that they do not constitute a defense). An

order sustaining the demurrer was affirmed by the state supreme court and the court carefully refrained from going beyond that point; it rendered no opinion on any of the constitutional aspects of the case.

Incidentally, the court pointed out that the current statutes authorize the suspension of schools only in case of the burning of a schoolhouse; the section authorizing suspension for other reasons, though first enacted in 1897, was repealed in 1917, leaving a mystifying hiatus, such as is often found upon close and thorough examination of state school statutes.

**Comment:** Courts properly refrain from going afield to decide points other than those which are squarely presented by the case in hand. This occasionally results, as in the present case, in a "flash in the pan" which produces no immediate decision of the basic issues involved. Doubtless the issue in Wisconsin will eventually be determined in another action. For a recent clear cut judgment on the same question in California, see page 49 of *The Nation's Schools* for September 1946.

## Urban-Rural County School District

**Ruling:** *A Florida special legislative act of 1945 consolidating all the 10 school districts of Dade County (including Miami and Miami Beach) into one district, subject to approval by the voters of the combined territory, and making the new district primarily liable for all outstanding bonds and other obligations of the 10 former districts is constitutional and valid.* Fowler v. Turner, (Fla.), 26 So. 2d 792 (1946).

**Case:** The aggregate district was based on a total population of 315,000, a pupil population of 42,000, an

area of 2207 square miles and an assessed valuation of \$551,000,000, with a combined school budget of \$9,600,000. The 10 former districts varied greatly as to size, population and wealth per pupil.

In December 1945 the state supreme court declared the statute providing for consolidation invalid, chiefly on the ground that requiring the new district to exercise its taxing power to pay off the indebtedness of 10 former districts whose debts and cash surpluses varied greatly would amount to violations of both the state and federal constitutions and would result in the taking of property without due process of law from taxpayers residing in some of the former districts having no outstanding debt. All the justices concurred.

**Rehearing:** Six months later, on a rehearing of the same case, the same court reached opposite conclusions and sustained the statute, in a notably enlightened opinion by Mr. Justice Thomas, in which all the justices except two concurred. Said Justice Thomas: "In no field for the operation of governmental activity is there more opportunity for real harm from an interpretation of the constitution too unyielding than in the school system, a condition evolving from an advancement in education itself and in transportation facilities.

"Conceived for the purpose of assuring instruction to children everywhere, however remotely domiciled, school districts were provided so that even the most secluded community or settlement would have the advantage of a schoolhouse and a school-teacher; that this entity, the school district, would endure, its assets intact.

"Now the picture has changed considerably with the advent of the highway and the advent of the school



bus. The student who yesterday walked a mile to his schoolhouse, where all grades and all subjects were perhaps taught by one teacher, today rides comfortably and safely at the same time to a school where he is instructed by persons specially equipped to teach a certain grade or a certain subject.

"Focusing our attention on Florida, and especially on Miami and Miami Beach, the problem of adjusting educational facilities to shifting populations and augmented and concentrated real estate values becomes immediately manifest."

**Forward-Looking Opinion:** "If no such general plan can be effectuated, the school districts of a county may well become static, once they have erected buildings or incurred indebtedness or accumulated funds. This would be detrimental, if not ruinous, to an educational program because it would preclude the school authorities from keeping pace with progress. Applied to the very county from which this appeal has been brought to use, the result is apparent.

"Three or four decades ago Miami Beach was but a mangrove swamp; Miami, a village. Miami Beach is now one of the wealthiest playgrounds in the world; Miami, a progressive and thriving metropolis. The need for a readjustment of districts so that the schools of the county will reap the full benefit of that vast geographical and economic change is clear. It now seems incongruous that districts created long before the county reached its present state of development could not be changed without transgressing the constitutional rights of the citizens and taxpayers of that county."

Regarding the required approval by the voters of the combined territory, Justice Thomas continued: "I am well aware of the possibility that a majority of the voters in a given district may disapprove of the plan . . . and . . . might be overwhelmed by the total vote of the entire county, but the principal concern is the education of the child; the plan to this end is countywide; and the county as a unit is the 'territory affected' as contemplated by this provision of the state constitution."

Finally: "When the high purpose, the education of youth, is regarded as the chief objective, it is readily seen what mischief could result from a contrary decision. It could well be

that this very purpose would be hampered, if not thwarted, because the over-all program for a large population did not meet with the approval of a comparatively small group in a thinly populated section."

**Comment:** The quoted words of Justice Thomas are sufficient. If blazoned on the doors of 3000 county courthouses and printed in 10,000 newspapers, they might do much to break the stalemate which keeps public education in America broken on the wheel of 120,000 school districts, 95 per cent of which should be consolidated into units befitting the times.

#### **School Year and Calendar Year**

**Ruling:** *A teacher's contract for the "school year commencing September 1" is held to require service only during the nine month academic year customary in the locality, even though it stipulates that payment of the agreed salary shall be in 12 equal monthly installments.* Francis v. Shawnee Mission Rural High School District No. 6, Johnson County, et al., (Kan.), 170 P. 2d 807 (1946).

**Case:** The contract form, drafted and proffered by the board of education, contained a proviso that a teacher wishing to resign at any time during the school year could do so without penalty if he notified the principal two weeks in advance. Without such notice, the agreed penalty would be loss of two weeks' salary.

The teacher in this case resigned on less than two weeks' notice, after four months of service, and sued for the difference between the pay he had actually received and what he would have received if paid in nine monthly installments instead of 12. He lost his case in the trial court but the Kansas supreme court reversed the decision and directed judgment for the sum asked, less the agreed penalty of two weeks' pay.

**Comment:** Courts always take account of well established local custom. Other similar cases strengthen the impression reaffirmed here, that teachers are actually paid only for the customary academic year, in the absence of an established custom or an explicit contract to the contrary. There is much to be said for putting the employment on a 12 month basis, with 11 months of teaching service

or related professional activity required, but not without proportionate increases in annual salaries.

#### **Louisville School Bonds City Obligations**

**Ruling:** *The Kentucky school code of 1934 provided that school boards shall determine the amount of funds necessary to be raised for school district purposes by taxation or borrowing and inform the fiscal authorities of the city or county, who must thereupon proceed to levy or borrow as indicated. In cities of the first and second class (large cities), bonds for school purposes are explicitly made a charge against the city and not against the coterminous school district. In all other cases, school bonds are obligations of the school district.* City of Louisville et al. v. Board of Education of Louisville, (Ky.), 195 S. W. 2d 291 (1946).

**Case:** Plans for an \$8,000,000 school bond issue had to be clarified and validated. The city had \$450,000,000 of taxable property and an outstanding indebtedness of \$28,000,000, leaving a margin of \$17,000,000 of borrowing before reaching the 10 per cent limitation. The school district, based on the same property valuation and having a 2 per cent limitation and no outstanding indebtedness, had a leeway of only \$9,000,000 for possible borrowing and would have been in a tight position if an \$8,000,000 indebtedness were charged against it.

The court's interpretation of the statute clearly imposes the obligation of the bonds on the city and makes it mandatory for the board of aldermen to provide for submission of the question of the bond issue to the people and take other consistent proceedings.

If the bond issue is carried, then the board of education will sell the bonds but the school district will not be the debtor thereon.

**Comment:** The statutory relationship between Kentucky cities of the first and second class and their coterminous school districts is somewhat exceptional and tends to confuse the educational and general governmental functions in the public mind. A loosening of the unduly tight debt limitation on school districts would make the complex and unusual relationship as set up in the present statute unnecessary.



# NAMES *in the* NEWS

## Superintendents

**Lyle L. Morris**, superintendent at Northport, N. Y., now holds the same position at Huntington, N. Y.

**Ray H. Ostrander**, principal of the high school at Herkimer, N. Y., has accepted the position of superintendent of schools at Oak Ridge, Tenn.

**John J. Finnessy**, former chairman of the education department, St. John's University, has been made superintendent of District 2, Tuckahoe, N. Y.

**Robert E. Scott** has been reelected for another four year term as superintendent of the Hennepin County Schools, Minneapolis.

**Price K. Harmon** is the new superintendent of schools at Newberry, S. C. His former job as principal of the high school has been taken over by **J. V. Kneece**, high school vocational director.

**Howard Funk**, acting superintendent of schools at Bronxville, N. Y., has been made superintendent.

**Donald S. Keeler** is the new superintendent of schools at Perry, N. Y.

**Melvin C. Livingston**, acting superintendent at Mechanicsville, N. Y., has been made superintendent.

**N. L. Engelhardt**, associate superintendent of New York City schools, in charge of the division of housing and business administration, has announced his retirement to become effective next October. Dr. Engelhardt was one of the seven candidates who were considered for superintendent of schools upon the retirement of **John E. Wade** in September 1947. Dr. Engelhardt states that in leaving the New York schools he is carrying out a plan he made as a youth to retire at 65.

**H. Claude Hardy**, superintendent of schools at White Plains, N. Y., since 1934, has submitted his resignation to become effective September 1, 1947. **Frank H. Nye**, White Plains High School superintendent, was appointed to succeed him. Mr. Hardy is to become vice president and associate executive director of the Save the Children Federation, a child service organization.



Lyle L. Morris

## Principals

**Merrell E. Lewis**, formerly principal of the elementary school at Fort Hunter, N. Y., has been appointed principal of Manlius High School.

**E. W. Parsons**, principal of Winters High School, Winters, Calif., has resigned to become associated with the state department of education and will be succeeded by **Byron R. Snow**. Mr. Snow was principal of the high school at Calistoga, served five years in the navy and then joined the Placer Junior College and high school district; he was in charge of a school at Weimer at the time of his new appointment.

**William Rodney Wyman** is the new principal of the Fort Fairfield High School, Fort Fairfield, Maine, succeeding **Lewis H. Kriger**.

**C. H. Mogck**, principal at Gettysburg, S. D., has become principal at Benson, Minn.

**Bernard P. Harrica**, assistant high school principal at Rouses Point, N. Y., has been made principal of the high school at Lyon Mountain, N. Y., succeeding **Duane M. LeTarte** who has joined the faculty of the recently established Champlain College.

**Harley Haskins** is now principal of the high school at Coal Grove, Ironton, Ohio, succeeding **George Webb** who plans to reenter college.

**John E. Mongon**, supervising principal of the schools at Kenilworth, N. J., who has been on military leave for the last three years, has resigned and is being succeeded by **Edwin W. Kraus**, acting supervising principal during Mr. Mongon's absence.

## In the Colleges

**James A. Van Zwoll**, instructor in school administration at the University of Michigan, has accepted an assistant professorship of education at the University of Iowa, beginning February 1.

## Miscellaneous

**Dr. Harry V. Gilson**, commissioner of education for Maine since 1941, has been appointed associate commissioner of education in New York State, effective January 1. He will direct the education department's activities in the fields of

instruction in elementary and secondary schools and succeeds **Dr. George M. Wiley** who retired in July.



B. A. Stevens



T. G. O'Keefe

**B. A. Stevens**, assistant secretary for research of the Ohio Education Association for the last seventeen years, has retired and will go to his home near Asheville, N. C., to devote his time to the writing of school texts. His successor is **Thomas G. O'Keefe**, formerly executive secretary of the Ohio School Employees Retirement System.

**Perry Babcock**, assistant state supervisor of vocational education for Georgia, has accepted a newly created position as executive director, vocational education service, for Atlanta and Fulton counties' public school systems, with headquarters at Savannah. These two counties are planning one of the most comprehensive vocational education programs in the country. Bonds for the erection of vocational schools have been voted and a curriculum to take care of the rapid growth of metropolitan Atlanta as an industrial and distribution center is being planned.

**Neil B. Easterbrook**, supervising principal of schools at Butler, N. J., was recently elected president of the Morris County Principals Association.

**Dr. Clyde W. Hart**, special assistant to the administrator, O.P.A., has been appointed director of the National Opinion Research Center, University of Denver. This research center is the first nonprofit, noncommercial polling organization in the country.

**Bernard J. Lonsdale** has been named acting chief of the division of elementary education, California State Department of Education, during the absence of **Helen Heffernan**, now elementary schools officer on Gen. McArthur's staff in Japan. Mr. Lonsdale has been supervisor of junior high and elementary education. (Continued on Page 90.)

# The Voters ☒ Will Get You

**N**O PHASE of educational administration resembles the tightrope act of the circus more closely than the endeavor of the school administrator to win a favorable vote in an election involving the establishment of a sinking fund for building purposes.

This is particularly true in Michigan at the present time where a two thirds majority vote is necessary in most communities to overcome a legal obstacle imposed by the 15 mill tax limitation amendment. Overcoming such a handicap is no easy task, and success, as experience has shown, is entirely dependent upon thorough and painstaking planning which takes into consideration all of the factors which may in any way influence the vote.

## Existing Conditions Sway Voters

Although the interest in school plant needs in our community was in part the result of a predicted rapid growth of the community following the war, it was soon discovered that "yes" votes have little affinity for predictions and tend to be attracted only by facts involving present conditions. This does not mean that the question of future needs can be entirely ignored. It does mean, however, that a much stronger case can be presented if the entire problem of future needs can be bound up to existing conditions.

A second technic which proved effective was the inclusion of a representative citizens' committee in the group which was charged with the task of making surveys to determine school plant needs. This committee contributed much valuable advice regarding such matters as proposed sites, desirable architectural design and facilities which should be included in the new school plant to meet the educational needs of the entire community. The committee also proved to be a valuable sounding board for public opinion and its endorsement of the board of education's proposals was helpful in mold-

ing public opinion on the matter.

A third important technic was the presentation to the voters of a definite proposal. The average American taxpayer wants to know in advance what the money is to be used for, what the building will look like, what facilities are to be included, whether it is to be a grade school or a high school, where it is to be located and what the expenditure will mean in terms of service to the community.

Answering these questions may prove extremely difficult and even hazardous because of the element of uncertainty which is always present when planning for the future. Any answers which can be developed will, however, pay big dividends in terms of favorable votes.

Another important factor which must be kept in mind is the importance of establishing a close and, if possible, a harmonious relationship with any community planning committees that may be functioning. The members of these committees take their task seriously and are jealous of their prerogatives. Any attempt to ignore them in planning a school election involving the future welfare of the community would, therefore, be suicidal. The establishment of a cordial relationship will, on the other hand, win valuable support for the school proposals.

No phase of the preparation for a school election is more important than the matter of publicity. This, we discovered, should be varied enough in both type of presentation and appeal to reach all voters.

In considering the types of publicity which were particularly useful, I would mention, first, a prospectus which presented the complete proposal to the voters, largely in graphic form. The booklets, which went into every home in the community, were published without expense to the taxpayer and contained a variety of materials designed to motivate the voter.

Other mediums of publicity which

**WILLIAM L. BERKHOF**  
Superintendent, Tecumseh, Mich.

were used to advantage were the newspaper, announcements in the churches, last minute handbill reminders, movie trailers and parades by school children carrying banners and led by the school band. Such an extensive publicity program may, on the surface, appear superfluous, particularly in a small community. It was, however, in this instance the outgrowth of previous bitter experience and was based upon the assumption that too much publicity is better than too little and too late.

## Beware Intolerance

One of the temptations which are experienced in planning an election is either to ignore the leadership of the opposition or to bombard his position from what might be termed a safe long distance. Such technic generally leads to a bitterness which may continue for years and generally provides little opportunity for discovery of a common ground of agreement upon which some semblance of unity may be built.

The school which purports to be the training ground for our democratic way of life can ill afford to reveal an attitude of intolerance which negates the basic principles upon which our democracy is built. Instead, it behooves us to demonstrate, through our own relation with the public, that the American way is based upon a recognition of the rights of all. Such an attitude, alone, will give assurance that the responsibilities which may have to be assumed by the public as a result of the election will be shouldered without grudge.

The final technic which was utilized was based upon the assumption that the ideal election is one in which every voter exercises his prerogative. In order to assure the widest participation possible in the school



election, a citizens' committee was organized to "get out the vote."

This committee, in turn, brought together block workers each of whom agreed to call on all citizens living in the block for which he assumed responsibility. The purpose of the call was to distribute the publicity material which had been prepared and to urge all qualified voters to go to the polls. A school of instruction was held for the block workers before the personal calls were made so that they would be prepared to answer questions which might be raised regarding the issues.

The value of such preliminary and thorough planning was revealed on election day when the proposals of the board were accepted by a vote of 3 to 1 in one of the heaviest elections in the district in recent years.

While the technics which have been briefly described can in no sense

of the word be considered exhaustive, they do offer a general pattern of planning for an election which is important. The alert schoolman recognizes that in an election the emphasis must first of all be upon an acceptable pattern of planning which will serve as a reservoir of good will. Such planning may, in fact, be of greater significance than the immediate results of the election for the chief asset of every school is the good will which it can command in the community it serves.

If such planning results also in a favorable vote, those in charge of the election have every reason to take pride in the double accomplishment not only of achieving the immediate objective of the election but also of maintaining and building through it the type of confidence on the part of the public which is essential to the future welfare of the schools.

education program were as follows.

1. *Advisory Committee.* The superintendent of public instruction asked the education committee of the Virginia Academy of Science to serve as an advisory committee for the supervisor of conservation studies. This committee provides sound counsel.

2. *Questionnaires.* The division superintendents, supervisors and principals of Virginia were called upon for suggestions through the use of a questionnaire.

3. *Interviews.* Business and professional men and representatives of federal and state agencies dealing with natural resources have been interviewed.

4. *Summer School Teaching.* The supervisor of conservation studies used a recent experience in teaching a course dealing with the teaching of science as a means for finding pertinent suggestions.

5. *Reading and Study.* The writings of a number of natural scientists, sociologists, economists, educators, geographers and others have been reviewed.

6. *Correspondence.* A number of outstanding conservationists throughout the country have been reached through correspondence.

The materials or supervisory activities identified as needs included:

1. An analytic bibliography giving specific references for a variety of topics bearing on resource use for all grade levels.

2. A series of source or reference books providing significant information concerning the use of Virginia's natural resources and the social and economic problems involved.

3. An in-service teacher training program emphasizing instruction in the use of resources as an integral part of the program of general education.

4. A follow up of the in-service teacher training program.

5. A preservice teacher training emphasis on resource use and its problems.

To date, the bibliography has been prepared and distributed; a volume entitled "Virginia's Soils and Land Use" is about to be published; six workshops dealing with the state's natural resources were conducted during the summer of 1945 and again in 1946, and the other activities mentioned herein are being rapidly developed.

## Study of Resource Use in Virginia

A. L. WINGO

Supervisor, Conservation Studies, Virginia State Department of Education

VIRGINIA'S state board of education has for a long time regarded the conservation of natural resources as a most important social and economic problem. This recognition of the need for wisely using natural resources and the educational implications involved has been revealed and expressed in materials of instruction provided by the state department of education.

A well organized problem dealing with the conservation of natural resources is developed in the state's "Elementary Course of Study" at the sixth grade level and a similar problem appears in the materials of instruction for high school at the ninth grade level. These problems are somewhat academic in nature and the conservation of natural resources is treated in a general manner.

Specific and definite potentialities and possibilities of resource use in Virginia for the improvement of standards of living in terms of food, shelter, clothing, public services, educational opportunities and so on are not emphasized in these problems.

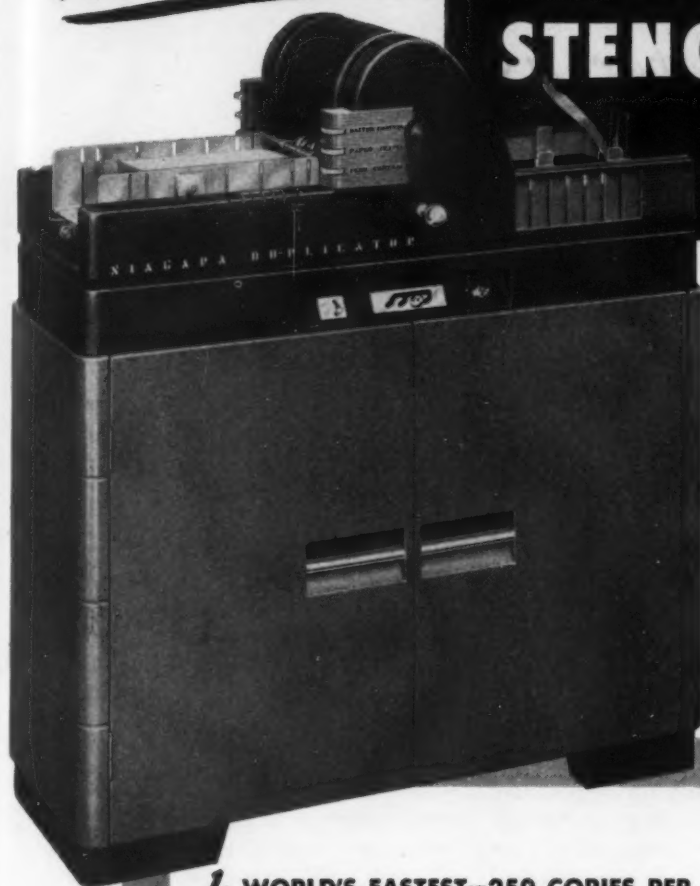
For a number of years, the Virginia Academy of Science, the state chamber of commerce and other voluntary organizations have been earnestly considering the opportunities possessed by public schools for making fundamental contributions to the general welfare through instructional emphasis upon ways of making more efficient use of our natural wealth. This general idea was presented to the state board of education and the superintendent of public instruction who employed for the department of education a full time worker known as the supervisor of conservation studies. Limitations on space make it impossible to present a full account of the activities of the supervisor of conservation studies who assumed his duties June 15, 1944. His work as conceived, evolved and developed to date may be briefly outlined as follows.

The technics which were used to find or identify the kinds of materials or supervisory activities apparently needed in the implementation of resource use emphasis in the state



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# THE SCHOOL CAFETERIA

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## *Who Purchases Foods for Cafeterias?*

THE question has been raised as to whether perishable foods for the school cafeteria should be purchased on a cost plus basis, through open competition or be left to the judgment of the cafeteria manager.

In Hartford, Conn., according to Dorothy Behm, director of food service and nutrition, purchases are made from local fruit and vegetable wholesalers on the basis of bid price and quality. Purchasing is thus left to the judgment of the head of the department.

"In normal times," she says, "specifications would be set for groceries and canned goods wanted and purchases made on the basis of competitive bid prices. However, in times such as these, when supplies are short, it is not possible to adhere strictly to that procedure. We are forced to take what is available but we still seek competitive prices as much as possible.

"Whenever food service equipment is to be purchased, the head of the cafeteria department, after writing specifications and obtaining bid prices, consults with the assistant superintendent in charge of business affairs whose responsibility it is then to get authorization for the expenditure.

### **Schools Employ "Green Grocer"**

"I know of one school system that employs a 'green grocer' to go to market daily to purchase fresh fruits and vegetables for the schools and deliver them on a cost plus basis. This is an excellent arrangement provided one is able to find the right person for that work and provided the head of the cafeteria department keeps in touch with the market to know what is available and what the prevailing prices are."

The Rock Island board of education, Rock Island, Ill., leaves the purchasing of perishables to the

cafeteria manager. "She is able to tell the dealer just what she wants," states E. F. Burch, clerk-treasurer. "Frequent visits to the markets keep her informed on items that are available and on where the prices are lower, if there is a difference.

"Dealers who have a chance to supply the schools are watchful of their products and service because the volume of purchases is large and the pay certain. At the beginning of cafeteria service in our schools, the business office attempted to do the buying but it soon developed that there were many questions raised that only a cook or dietitian could answer."

Purchases of cafeteria equipment, either new or for replacement, are made by the business department at Rock Island, usually on competitive bids, when the cost is great enough to warrant. The selection of the type and model is always discussed by the business department and the cafeteria manager so that the business service may be obtained and the users kept satisfied.

"Our experience of many years," says Loring-C. Halberstadt, director of business and research, Terre Haute public schools, Terre Haute, Ind., "seems to justify the leaving of this problem to the cafeteria manager. Controls are established, such as a committee of cafeteria managers which has general charge. It suggests prices to be charged for food and methods to be used in the management and operation of the cafeteria. It also practices cooperative buying of foods whenever this is possible.

"The experienced cafeteria manager knows through experience what foods are best for the individuals served in her cafeteria; she can buy in small or large quantities depending upon the needs of her cafeteria patrons. Variety is obtained and a

possible waste in left-overs and spoilage is prevented."

The rules and regulations of the board of school trustees providing for the management and operation of school cafeterias in the Terre Haute schools establish the following policies.

1. The operation and supervision of each school cafeteria are in the hands of the home economics teacher cooperating with the principal of the building and the central school office. All business and financial supervision is exercised by the home economics teacher and the principal, "with the necessary advice and assistance from the director of business and research and the superintendent of schools."

The cost of the operation of the school cafeterias includes the cost of food, matrons' help, pupil help and temporary replacements. No rent is charged. All items of permanent equipment are charged to the building fund.

### **Committee of Cafeteria Managers**

2. A committee of all cafeteria managers confers and has general charge. It suggests prices to be charged for food and rate of compensation for pupil help but changes in prices must have the approval of the central office. Cooperative buying is practiced for food, supplies and equipment whenever possible.

3. Periodic reports giving all the information necessary for efficient supervision and central accounting are required. Such data become a public record and are reviewed by the state board of accounts of Indiana as well as by the director of business and research of the city schools. Thus, the home economics teacher is in charge, the principal of the school is the executive head and both are held responsible for the management of the cafeteria.



A POPULAR

*Favorite*



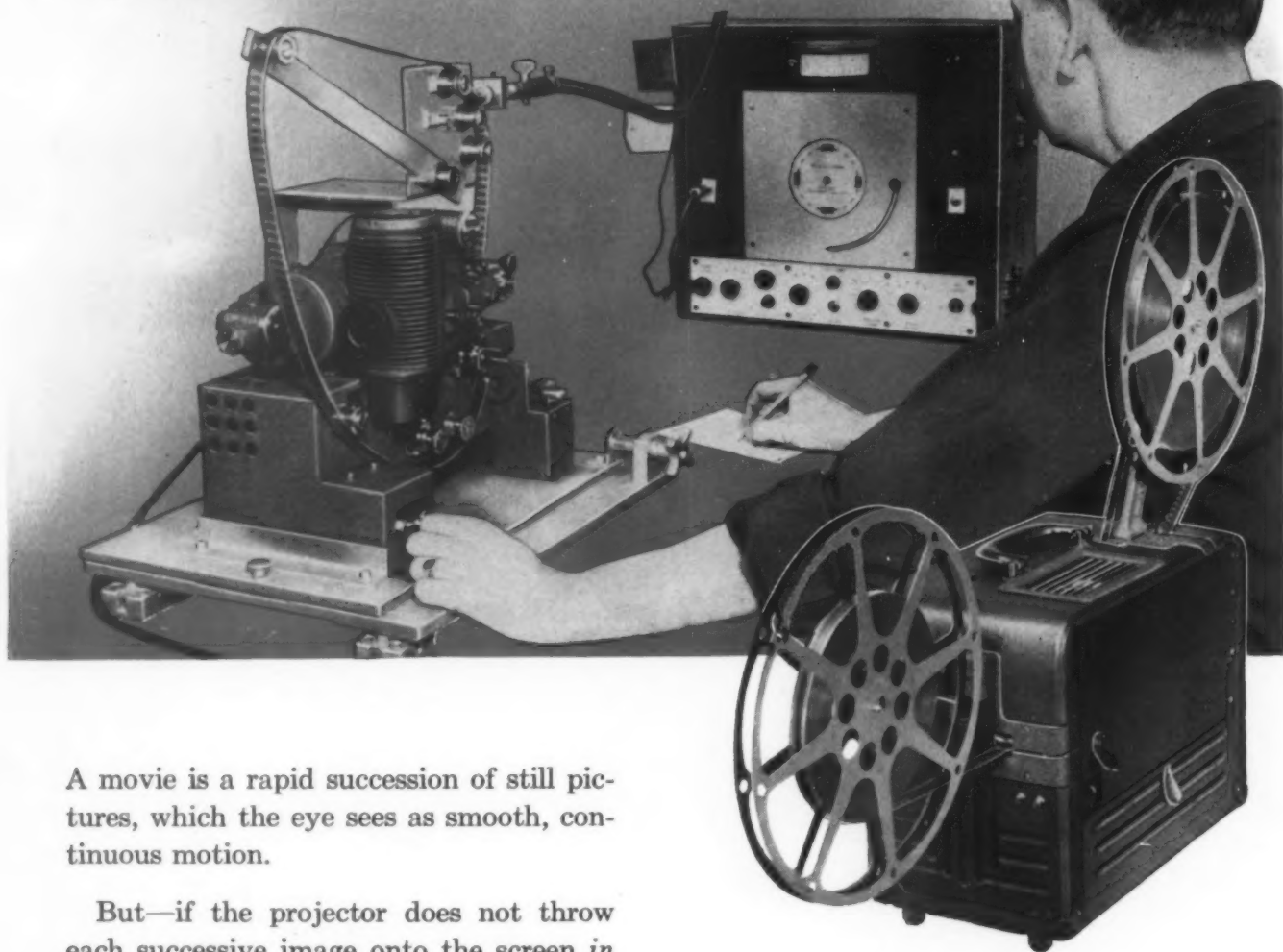
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# AUDIO-VISUAL AIDS

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**Y**ES! We, the faculty, pupils and administrators of the San Luis Obispo Junior High School, are definitely for radio broadcasting in the classroom. We say this following our first year of weekly fifteen minute programs by remote control over local Don Lee-Mutual station KVEC.

*Why are we so positive?*

There are many reasons. One is that pupils have learned more in the classroom. Interest in classes has been tremendously high. When pupils know that their parents and friends are listening, they will do their best on the air.

We know pupils are interested. They come into the classroom prepared and willing to work, asking for additional assignments. The librarian is bombarded with enthusiastic questions concerning sources of material. We know by a comparison of test grades in spelling, science, English and social study classes that have already gone on the air that our classroom broadcasting has been successful.

Experts in the community are interviewed in their offices, at their places of business, at home or on the street. Parents are told at the supper table about the radio programs at school instead of getting a short "Nothing" in response to the inevitable parental question of "What happened at school today, son?"

There's no doubt about it, boys and girls are interested! And, of course, with this interest comes increased learning.

The faculty and pupils share a new experience which results in a feeling of comradeship and better understanding of each other. The community becomes informed about what goes on at school. All one has to do is turn the radio dial to find out. A common comment is, "I wish we had had radio broadcasts like this when I was in school."

The P.-T.A. has used our time for publicity with a resulting increase in attendance and interest of pupils.

Finally, our radio broadcasts have changed our attitude concerning our school. We have stopped apologizing for our decrepit 50 year old building and talk about our radio programs with pride. We hope that our broadcasting will help us get a new plant.

*Who listens?*

We know that 80 per cent of the live radios in San Luis Obispo County are tuned to our program at 1 o'clock Thursday afternoon. We know that merchants listen, that the shoeman, the barber, the radio repairman, each has his radio tuned in to our program. We know that parents listen. We know that other schools in the county within reach of our radio stations listen with interest. We know that the boys and girls of our own school listen to radios brought from home and set up in the classroom. We know from our weekly listening poll that the number of listeners is increasing.

*How did the idea originate?*

It was born in a Santa Barbara gas station, half way between Los Angeles and San Luis Obispo. The two authors of this article, one in radio and the other in education, naturally discussed their favorite respective subjects while starting on a vacation. The inevitable conclusion was to combine education with radio, to broadcast from the classroom.

*Who should broadcast?*

Everyone in school should take some part in a radio program during the school year. The idea must be democratic and each class in school must take part sometime before the year closes. If radio is valuable for one class, it is valuable for all.

*What to broadcast?*

The only logical program is one that is based upon what the class is studying. It can be presented in the form of a contest, a speech, a dis-

**EVERETT BRAUN**

Principal, Junior High School  
San Luis Obispo, Calif.

and

**JACK STANLEY**

Chairman, Education by Radio Committee  
Western Region, Radio Writers Guild

cussion, a musical or a dramatic program. It is not necessary to try to compete with professional radio programs. Young people inherently have listening appeal to adults. Classwork is and can be used for broadcasting material.

*How to start.*

A new program in any school or business has to be carefully planned. Reactions of pupils, teachers and administrators have to be tested. The support of the radio station manager must be received. An enthusiastic nucleus of workers must be organized. In our case, we were fortunate in having the support of our city school superintendent, Charles E. Teach, who endorsed the idea and received the enthusiastic approval of our local board of education which authorized the payment of expenses for a telephone line to the Junior High School for remote control broadcasting.

Necessary equipment includes a public address system, preferably with two microphones, and the telephone line. We are using a 50 year old classroom that has served as a science laboratory, lecture room and movie room. A partition with a glass window encloses a space 3 by 10 feet which serves as an engineer's booth. An electric clock with a sweep second hand adorns one wall.

*How do we go on the air each week?*

Our organization consists of an English teacher who assumes the responsibilities of getting the script ready and rehearsing the pupils. The

original script material is pupil written. The regular classroom teacher then edits it, with the English teacher supplying the finishing touches.

When music is needed, the glee club teacher organizes her pupils for a few appropriate songs or plays the piano.

The general shop teacher operates our 10 year old equipment. A small group of pupil operators is being trained for broadcasting.

The young broadcasters practice

about three or four days during regular class time before going on the air.

*Do we have problems?*

The answer is a thundering "Yes." A wire comes loose five minutes before the broadcast. The pedal breaks on the piano. The announcer gets a choking spell. Our timing clock stops. The teacher whose class is on the air gets the galloping whims. Thirty seconds before the broadcast, the guest artist has not arrived. Three minutes before the

broadcast is over, we run out of material.

However, these problems are not so serious that we are kept off the air or not so difficult that a group of enthusiastic novices working together cannot overcome them.

Ask any of us. And the answer is, "Yes, we're for classroom broadcasting by pupils."

## Suggestions for Planning an Audio-Visual Program

1. Conduct a survey to determine the audio-visual needs of the school system for the next five years. Take into consideration the prospective needs for every type of visual aids and equipment in all courses.

2. Before any audio-visual projection equipment is purchased, a check should be made to see whether it fits into the long-range program. Purchase the equipment that will best fill the needs of the entire school system first, then plan for other equipment that will give your school a well-rounded program.

3. Appoint a teacher committee to select the aids necessary in the entire school system. Be sure that the high school, junior high school and elementary schools are represented on this committee. Give this committee the responsibility of selecting the visual aids necessary to carry on your program. Through meetings with this committee it can be determined whether aids should be purchased, rented, or obtained through other means.

4. Do not neglect certain grades or courses in the selection of aids. A good audio-visual program should include materials for all grades and courses from kindergarten through high school.

5. An adequate budget is necessary if your audio-visual program is to be a success. A suggested minimum budget for most schools would be approximately \$1 a year per pupil. Sell your board of education members on the teaching value of audio-visual aids and in most cases they will provide the funds.

6. If no one trained in the use of audio-visual aids is available on your staff, it is suggested that one teacher be given a part time assignment to study this work. The bureau of visual instruction staff members at your state university is available to consult with superintendents or teachers regarding a working program.—Bureau of Visual Instruction, Extension Division, State University of Iowa.

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# PLANT OPERATION & MAINTENANCE

## Some Aspects of Merit Systems

**A**RE merit systems of value in retaining and promoting janitors, stationary engineers, clerks and other nonteaching employees?

In examining this question, we should first inquire as to what incentives actuate employees to remain on the job. It is my belief that, in order of importance, these are (1) security, (2) rate of pay, (3) working conditions.

I have placed security of position first because, even in war time with the psychology of full employment, many preferred to stay in positions where they were assured of permanency even at a sacrifice of a considerably higher temporary rate of pay which they might have received in war industries.

### Political Influence Obviated

Merit plans are especially important in governmental activities as a means of avoiding political influence on employment. Even in private corporations, merit plans would be of considerable value in retaining employees. Anyone who has talked to the employees of the great war corporations knows that much of the unrest among them was caused by the almost universal feeling that it was "whom they knew" rather than "what they knew" that determined their status. More persons severed their employment on this account than on any other. If this is true in private industry, how much truer it must be in governmental agencies where the employing group—in school districts, the governing board—derives its very existence from the popular vote.

Because of merit plans many capable persons have been retained and will continue to be retained during a rising market for labor even though the governmental agencies under

### ARTHUR A. KNOLL

Business Manager, Board of Education  
Long Beach, Calif.

which they operate cannot match the salaries, because the employee is assured of security.

In the promotion of janitors, stationary engineers, clerks and others, the merit plan is of proved value. As has previously been stated, there is today the feeling in private corporations that promotion is too often on a political basis. This is even truer in government operations.

The merit plan provides a means of testing objectively the ability of an employee to contribute to the effectiveness of the employer. It relieves the administrative officials of political pressures. It does likewise for the governing board. It is truly a comfortable feeling to be able to tell political henchmen—and in some cases they are hatchetmen—that promotion must proceed along the established merit system lines and that manipulation is beyond your control.

Promotion through the merit system also makes for a feeling of satisfaction among the employees. Most of them are ready to admit that they have been given a fair opportunity under the merit plan, even though they may not have been the successful candidate.

Another question is "Should increases depend upon the efficiency ratings given for clean conditions of buildings, efficient operation of heating plants and safety conditions?"

This question no doubt is meant to include as criteria for efficiency ratings all the different operations of the employee. Ideally, increases should be granted for favorable efficiency ratings and decreases should likewise be exacted for subnormal efficiency ratings. I know of no place in which the policy of making decreases for inefficiency has been put into effect.

This is probably owing in a measure to the fact that there has not been enough confidence on the part of either the rated person or the rater to justify reductions on the basis of ratings. It arises in further measure from the fact that we find it difficult to take away from a person that which he has once had rather than from any basic errors in the philosophy of reducing pay for inefficiencies.

Be that as it may, increases should most definitely not be given when efficiency ratings are below normal. Most systems have limited themselves to this one cut-off basis and have not attempted to make proportionate adjustments on the degree of excellence. When they have, the pressure on the rating officer has been so severe that all realism has disappeared from the ratings. Consequently, systems have rather limited themselves to denying increases at all where the ratings fall below certain specified standards.

### Rater Must Not Be "Accused"

Even this limited method has been subject to some criticism because of the feeling that discrimination might occur on the part of the raters. Any unfairness from this standpoint may, however, be alleviated to a considerable extent by providing for review committees which, upon application of the rated person, review the ratings as made. A word of warning is justified here to the extent that raters should not be placed in the position of "the accused" in case their evaluations are questioned. It is exceedingly difficult to obtain realistic ratings of the work of unsatisfactory persons. One or two experiences for a rater in which he becomes "the accused" will swing him to the point of view where there are no deficiency ratings. For the benefit of merit plans generally, let us make sure that we do not swing

From a talk delivered before the annual meeting of the Association of Public School Business Officials, Pittsburgh.



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so far to the side of the employe that we defeat the purpose of the merit plan and eventually destroy it.

Finally, there is the question, "To what extent are classifications and merit plans used to overcome dissatisfaction and to build up loyalty and good relations with the administration and public?"

Classification plans, which are implicit in merit plans, overcome dissatisfaction among the employes in that they set up the scope of duties for each classification. As soon as an employe is assigned to a classifica-

tion, his duties are definitely known to him. He does not have the feeling that he is doing the work of someone else and receiving the pay for a lower grade of work. If he does feel this, he is entitled to make his objections known, and if he is working under a true merit plan then he cannot be discriminated against because of the objections he has raised, unless the objections become chronic with him and he becomes a trouble-maker.

Merit plans help to overcome dissatisfaction because they give the em-

ploye confidence in his right to be heard regarding real or fancied grievances. With a merit plan in operation, employes are protected against the unscrupulous administrator who seeks to mete out punishment for any objection leveled against his practices and policies.

Classification and merit plans build up loyalty and good relations with the administration and public. The very classification of a person gives him a certain standing as a person qualified in some particular line of work. The merit plan marks him as being a part of the establishment in which he is employed. He has gained a status as a member of an organization in which he has certain vested rights and not merely such rights as may be granted him by the grace of some person in authority. Consequently, the entire organization has an esprit de corps that results in loyalty, a high degree of respect and good relations with the administration and the public.

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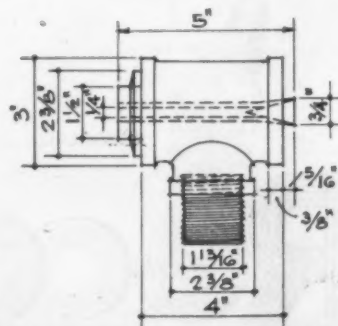
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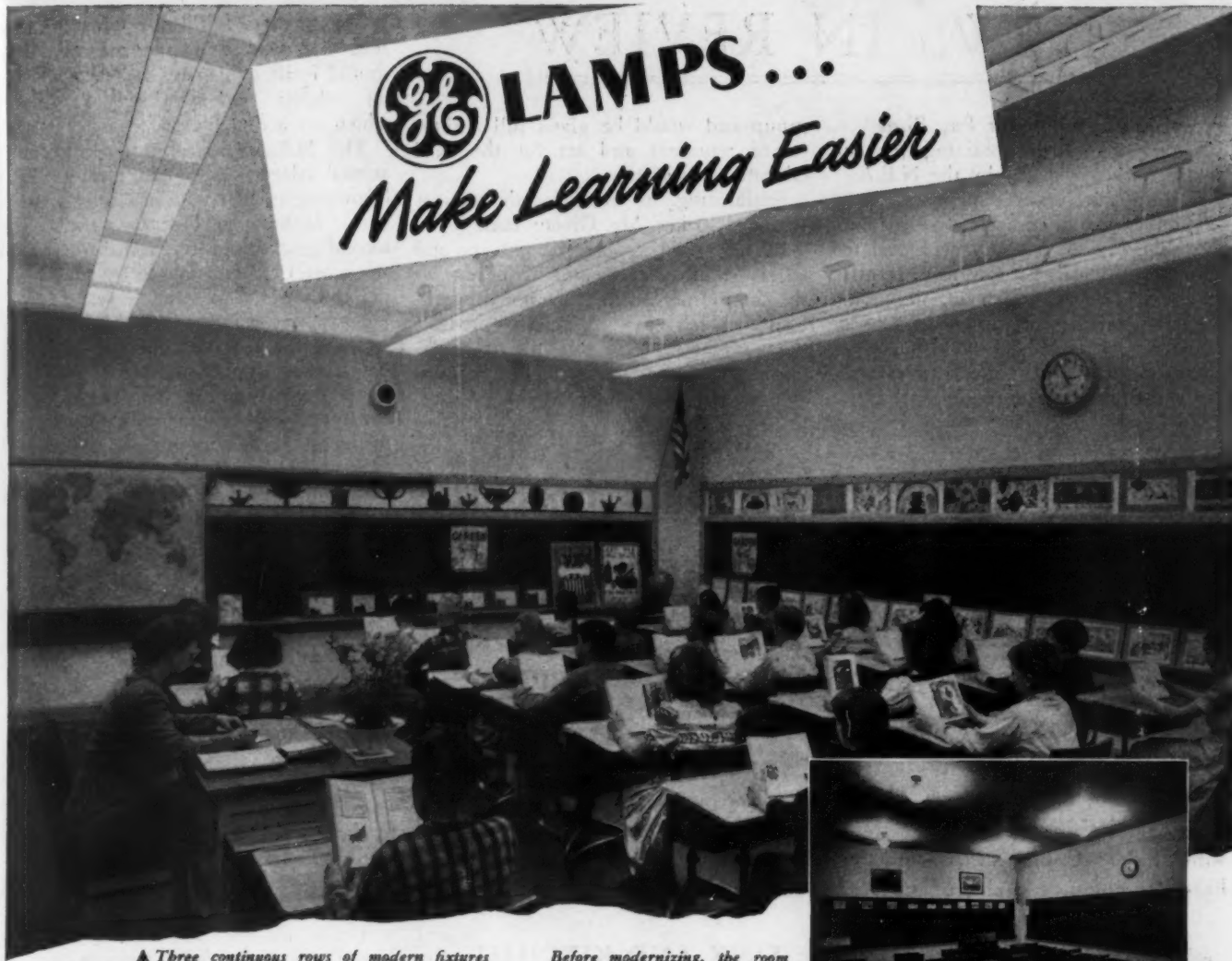
The device consists of a 2 inch pipe tee plugged in one end, with a piece of  $\frac{1}{4}$  inch pipe screwed into the plug. The end of this pipe is flattened and projects beyond the top of the tee. This is used to separate the plies of the erasers. In our school, the portable vacuum cleaner is fitted with a  $1\frac{1}{2}$  inch pipe sized hole, but this device could also be used in the end of a hose where a central vacuum cleaning system is used. The  $\frac{1}{4}$  inch pipe used to open the plies permits a thorough cleaning that is not possible by just passing the eraser over the end of a hose, as the suction pulls the plies together, trapping the dust.—HARRY BERESFORD, head custodian, Valley Stream High School, Valley Stream, N. Y.



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# G-E LAMPS

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# NEWS IN REVIEW

## Professional Action for Pay Rises

Group action in obtaining pay increases is being urged by the N.E.A.

Calling the process "democratic persuasion" rather than "collective bargaining," the N.E.A. on January 1 declared through Willard E. Givens, executive secretary, that the day of individual bargaining with the superintendent of schools is past.

Under the N.E.A. plan, a salary committee would be chosen by the entire

group and would be given full authority to represent and act for the local education association.

Reaffirming its ethical code against teachers' strikes, Mr. Givens said:

"When teachers break contracts and strike, they deprive the children of the community of the educational opportunity which they agreed to provide. Such teachers set an example of breaking faith which the teaching profession cannot afford to justify."

"As teachers fulfill the terms of current contracts or agreements, they should insist upon new contracts calling for salaries and working conditions which are acceptable."

The N.E.A. is seeking a minimum annual salary of \$2400 for the qualified beginning teacher who is a college graduate. Increments beginning with the second year would lead to a professional salary level for experienced teachers ranging from \$4000 to \$6000 a year.

Forty-four states will hold legislative sessions this year and the N.E.A. statement urges "aggressive" action for "adequate state minimum salary standards" and for "the development of state finance programs needed to support education."

Furthermore, the statement declared, "it is imperative that additional federal aid for public education be provided by the 80th Congress."

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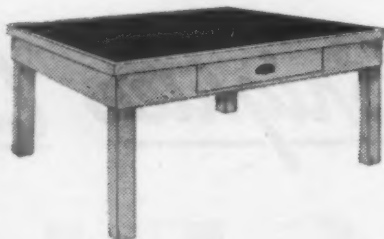
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## More Teachers' Strikes

Teachers' strikes are much in the news. At McMinnville, Tenn., recently 133 teachers and 38 bus drivers asked for a \$25 a month increase and 38 county schools were closed. The two city-supported elementary schools were open.

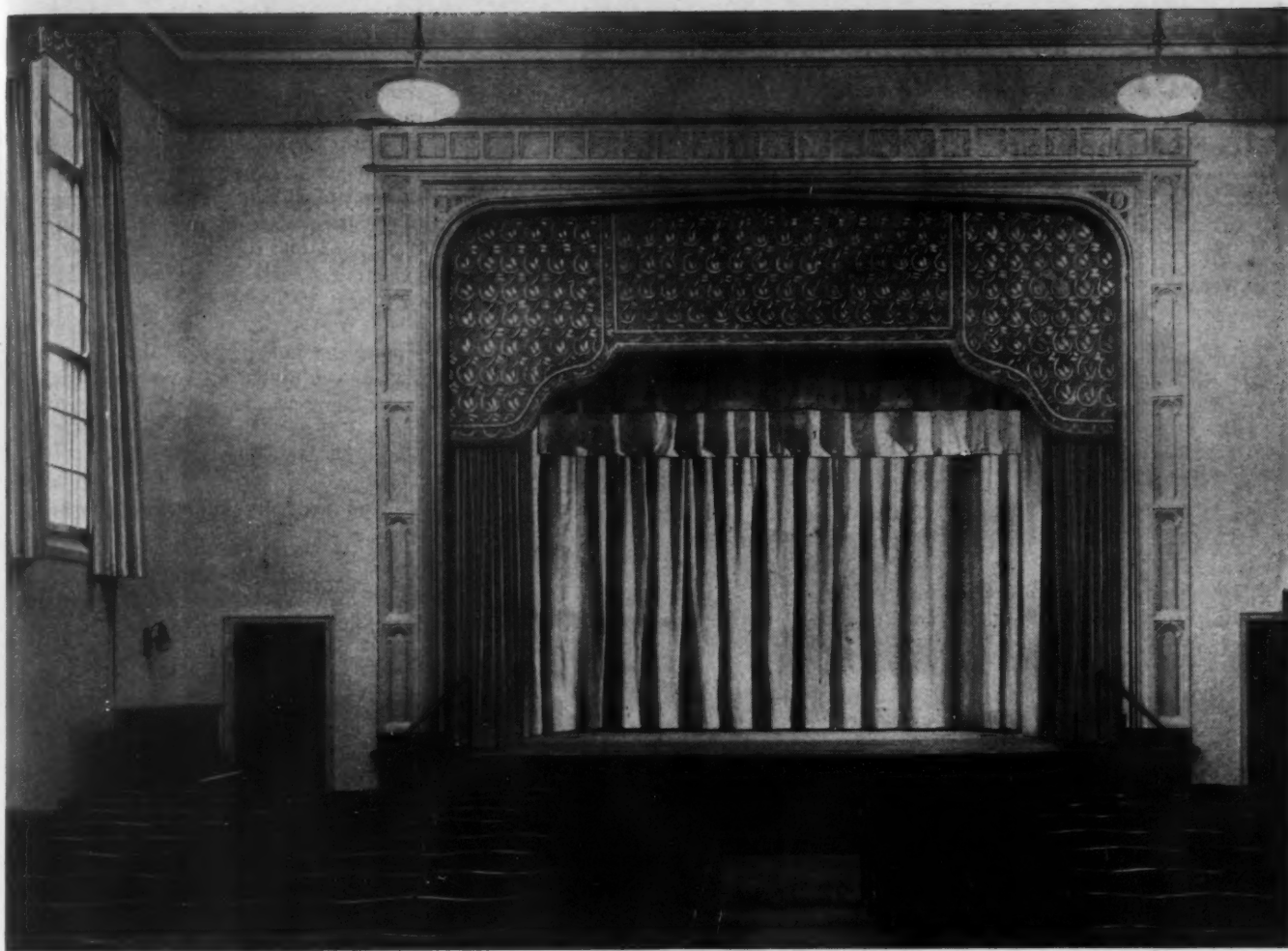
In Minneapolis, a citywide strike of teachers was averted when the Minneapolis Federation of Men Teachers (A.F. of L.) voted to accept a new wage proposal of the school board which will give teachers a \$150 cost-of-living bonus and a flat \$600 increase for all regular classroom instructors. Effective Jan. 1, 1948, salaries from \$2000 to \$4200 will be paid teachers with the bachelor's degree; \$2200 to \$4400, with the master's degree; \$2400 to \$4600, with the doctor's degree, and \$2400 to \$3800 for teachers without degrees.

Across the river in St. Paul, 30,000 pupils got an unexpected vacation when their teachers formed picket lines at 77 public schools, stating they would not return to their classrooms, even with increased pay, unless the city pledged a \$1,700,000 annual appropriation for additional instructional help and building improvements. When the strike entered its second week, city councilmen submitted proposals for changes in the city charter which would raise the per capita fund for the schools from \$14 to \$20. The changes would have to be voted on, however. Teachers returned to work December 30 after having been idle since November 25.

In Rhode Island, the schools of Paw-

Negotiations between publication printers and the Typographical Union in Chicago have been satisfactorily concluded. This will enable The Nation's Schools during 1947 gradually to resume its regular publication schedule.





## More than 50 CHICAGO SCHOOLS now use fabrics that CANNOT BURN

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also enthusiastically endorse Fiberglas fabrics. Building, fire and safety officials recommend them.

#### From a state building official:

"Every place of public assembly, such as schools, auditoriums and the like, should be provided with Fiberglas curtains."

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\*T. M. Reg. U. S. Pat. Off. Owens-Corning Fiberglas Corp.

With children's lives at stake, half-way measures are not enough to prevent the horrors of a school fire. That is why Chicago elementary, high school and college auditoriums are rapidly being redecorated with Fiberglas\* fabrics. These attractive, non-combustible fabrics are woven entirely of finely spun glass filaments; immune to rot or decay. They eliminate the hazards and costs of temporary flameproofing; if exposed to fire will not emit choking fumes. Now available in a variety of weaves, solid colors, prints.

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## INDESTRUCTIBLE — NON-INFLAMMABLE — IMPERVIOUS

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CHURCH Mol-Tex Seats are recognized as the answer to toilet room problems in schools through their outstanding resistance to hard use. Maintenance is simple — mild soap and water keeps them *clean and sanitary*. And — the first cost is the last cost because they never need replacing.

CHURCH Mol-Tex Seats are available in white or black, in sizes and shapes to fit all bowls. So specify CHURCH Mol-Tex to your Plumbing Supplier.

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tucket were closed following a strike threat for higher wages by 70 per cent of the system's 430 teachers but were reopened following a conference of educators and state officials in which the opposing factions reached an agreement that negotiations would be commenced immediately. The teachers' alliance in that city is seeking pay scales ranging from an \$1800 minimum to \$4000, representing a yearly increase of from \$300 to \$600.

The Men's Teachers Club at Hartford, Conn., threatened to stop work in January unless an immediate cost-of-living adjustment was made. The board of finance agreed to a rise amounting to about 11 per cent.

#### Denver Schools Get More Funds

All teachers in the Denver public schools received an increase in salary of \$600 for the budget year beginning December 1. Other employes have been granted increases averaging 20 per cent.

A 3 mill increase in the state tax levy will make available additional funds of approximately \$1,200,000 for the increasing of salaries, employment of 160 additional teachers to decrease the class size and the making of repairs which were delayed by the war. Modern artificial lighting will be installed in school buildings.

#### Teachers on Long Strike in Eire

The United States is not the only country to have teachers' strikes. Edwin A. Lahey of the *Chicago Daily News* foreign service writes from Dublin, Eire, that the public schools in that city had recently reopened after a seven month strike of teachers. Although they lost the strike, which was for higher wages, the teachers established something of a record in trade union support.

Of the 11,000 national school teachers in Eire, 1200 went on strike in Dublin. However, they received nine tenths of their normal salary during the seven months they were out in strike benefits from the other 9800 teachers who contributed one eighth of their salaries to the strike fund.

#### And in Puerto Rico

Three thousand teachers in 30 Puerto Rican towns went on strike recently for higher salaries.

#### Seek Higher Pay

The Detroit teachers moved swiftly following the adoption of an amendment in Michigan to give more sales tax revenues to cities. The teachers set \$3000 as their goal for a minimum annual salary and \$4500 for the maximum. Demands were presented for an immediate rise of \$50 monthly in their salaries.

The NATION'S SCHOOLS



## Insurance Executives rely on Johns-Manville for noise-quieting

MR. ROBERT E. L. CHAPMAN, Building Superintendent of New England Mutual Life Insurance Company of Boston, says:

"We made a good decision five years ago when we specified Johns-Manville Sanacoustic Ceilings for our new building.

"The quieter working conditions are

conducive to greater efficiency, less nerve strain, a more pleasant office atmosphere for everyone.

"What's more, these acoustical ceilings are so much easier to keep clean that they are a major factor in bringing down our cleaning costs 50% throughout the building."

# *Your Noise Problems, too,* can benefit from Johns-Manville undivided responsibility

"J-M materials installed by Johns-Manville"—that's the undivided responsibility you can get for your acoustical job, large or small, simple or complex.

To give your noise-quieting problems the most effective possible solution, Johns-Manville combines the knowledge of *what* materials you should use with the facilities to apply them *properly* for maximum results.

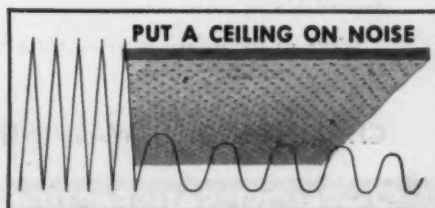
In other words—undivided responsibility for the complete job.

Our 35 years of pioneering in sound control includes the highest type of experience in providing acoustical treatment for radio studios, auditoriums, restaurants, schools, offices,

hospitals, churches, stores, and factory areas. You can *rely* on Johns-Manville for efficient noise-quieting.

For the complete story, write for our brochure, "Sound Control." Johns-Manville, Dept. NS-1, P. O. Box 290, New York 16, New York.

Because of the unprecedented demand for J-M Building Materials, there may be times when we cannot make immediate delivery of the J-M products you need. We urge you to anticipate your requirements as far in advance as possible.



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*Pioneers in*

**Sound Control**





At Needham, Mass., Harry A. Brown, former superintendent of schools, in a published letter to the editor of the *Needham Times*, recommends that teachers and other town employees form a town employees' union and affiliate with the American Federation of Labor. They should then write their own salary schedule and present it to the public as representing the wages for which they will work. To forestall drastic action on the part of teachers, Dr. Brown urges that the town officials immediately grant a liberal and permanent increase in teachers' salaries.

The delegate assembly of the New

Jersey Education Association at a recent convention recommended an immediate \$500 pay rise for every teacher and a minimum salary of \$2500.

In New York City, salary increases approved by the board of education have been protested by the Teachers Guild (A.F. of L.) as arbitrary and discriminatory.

At Cuba, Ill., elementary school teachers are asking for a 10 per cent pay increase as a cost-of-living adjustment, stating that room rent has increased in some cases as much as 100 per cent.

In Providence, R. I., the school committee adopted in principle a single sal-

ary schedule demanded by the teachers' association and voted to double the current \$100 bonus of 1700 teachers and other department employees. At West-erly, R. I., the wage rate schedule proposed by the local teachers' club calling for an average annual increase of \$300 was agreed to tentatively until action could be taken by the town meeting in March. At Warwick, R. I., teachers are asking for a \$600 annual increase in salary.

#### County School Districts' Plight

Middle class residential school districts in Cook County, Illinois, are scratching their heads over ways and means of obtaining the funds they need to give their teachers pay increases. The property tax on which local districts are dependent isn't stable enough for many districts. Others do not have railroad, manufacturing or valuable residential property to create a high tax base.

At present the state equalization fund can be drawn upon when districts are unable to raise \$80 per pupil per year and district superintendents are planning to ask that this be increased to \$120. Elementary school districts need increased state aid the most, it is pointed out, since their tax bases are lower than those of high school districts and their teachers are more in need of salary increases. The plight of the schools will be placed before the legislature in February.

#### Aid for Substitutes

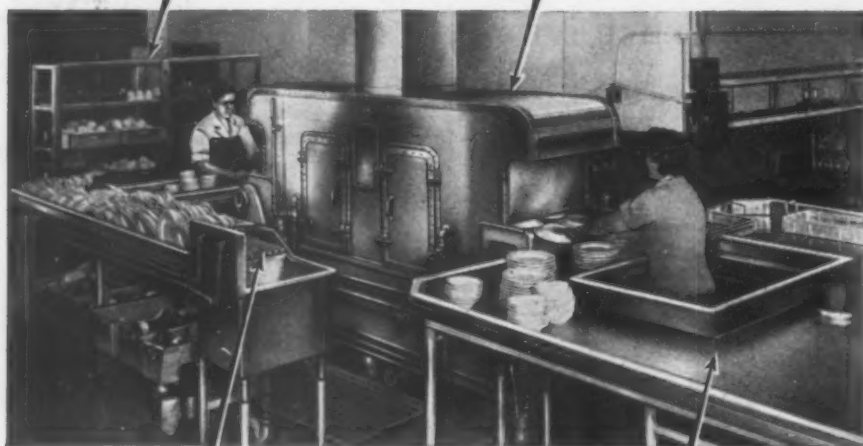
The Teachers Union in New York City has a campaign under way to obtain a \$5 a day increase for substitute teachers. As a first step in the program, 100 substitutes applied at the United States Employment Office for part time, after-school jobs. As a second step, a number of teachers applied to the National City Bank for loans. Resolutions were signed by school faculties asking for the pay rise and a mass rally was held at a subsequent meeting of the board of education.

#### Teachers Recognized

School District No. 129, Aurora, Ill., has given a 20 per cent increase in salary to all employees of the district. The rise was approved on condition that the community vote a tax adjustment to provide the funds. The proposition was submitted to the voters on November 16 and carried by 13 to 1 in the educational fund and by 10 to 1 in the building fund. "It was the desire of the board not only to provide better for the rising cost of living but also to put into practice the expressed feeling that teaching is among the most important services any community is called upon to perform," said Supt. Carl E. Larson.

Additional storage space for the clean dishes is available, if required.

The Vent Hood assures a dry dishwashing pantry by preventing the escape of steam into the room.



Top of the clean dish table has a slatted wood rack to facilitate draining and drying of the washed dishes.

Plenty of table space for soiled dishes. Additional operators can be used for scraping and sorting when needed.

## If you're interested in Washing Dishes at Lowest Labor Cost—

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Are you who feed America's millions fully prepared to carry on this American tradition?

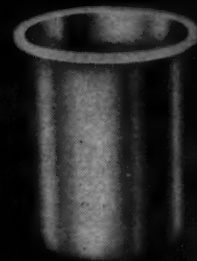
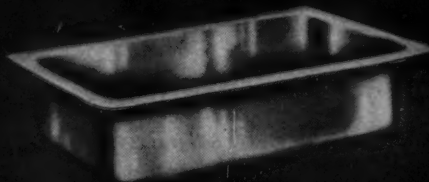
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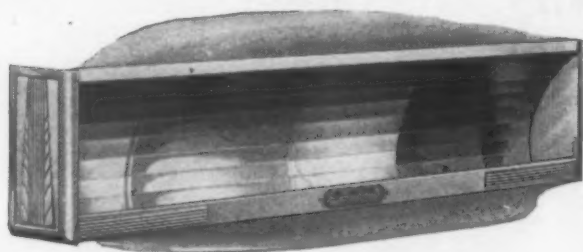
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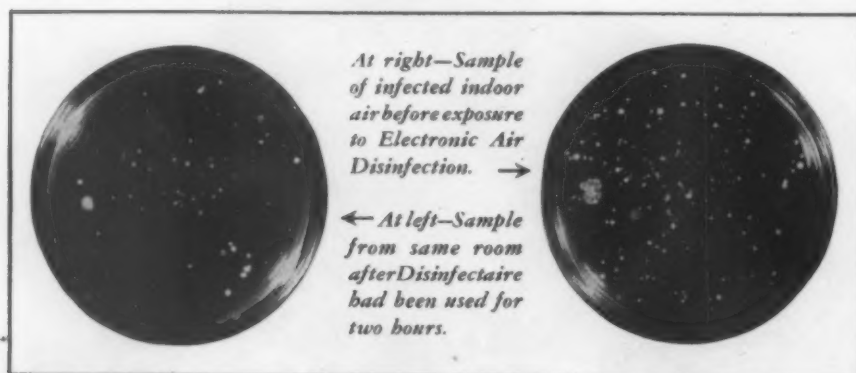
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### ENABLES YOU TO PRACTICE HYGIENE AS WELL AS TEACH IT

Just as important for hygienic reasons as the avoidance of common drinking cups, towels or combs, is protection from the danger of infection by air-borne germs.

DISINFECTAIRE Electronic Air Disinfection has been proved effective not only in reducing the concentration of air-borne bacteria in schoolrooms, but in lowering absenteeism due to air-borne infections.



At right—Sample of infected indoor air before exposure to Electronic Air Disinfection. →

← At left—Sample from same room after Disinfectaire had been used for two hours.

Write for detailed information, learn how to provide disinfected air in your schoolrooms.

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### News From U.N.E.S.C.O.

At the general conference of U.N.E.S.C.O. which opened in Paris in November, M. Leon Blum, Premier of France, was elected president. Dr. Julian Huxley, British scientist, was elected and installed as director general of U.N.E.S.C.O.

News dispatches from the conference state that the organization voted to invite the Spanish republican government in exile to send a delegate. Poland's delegate first proposed that the Spaniards be invited to attend as observers but Leon Blum suggested a formal invitation.

American delegation sources stated that they probably would go along with the proposal for the United States to pay 37 per cent of the cost of U.N.E.S.C.O. in line with the United Nations' decision in New York. They added, however, that Russia's share of 7 per cent would have to be divided among other nations since Russia is not a member of U.N.E.S.C.O.

A budget of \$6,950,000 was approved after a long debate and it was agreed to hold next year's conference in Mexico City.

### Opposes Released Time

The American Education Fellowship, formerly the Progressive Education Association, after a careful study over a period of years of all phases of the movement by Vinal H. Tibbetts, director of the fellowship, has unanimously adopted the following resolution as part of the permanent and active policy of the organization.

"WHEREAS, Released-time religious education programs, whether held in public school buildings or in nearby church or private buildings, violate the vital principle of separation of church and state and tend to emphasize religious and racial differences among public school children, and

"WHEREAS, Progressive public school educators have long realized the necessity of keeping the public schools free from sectarian religious controversies and have ever striven to cut across all barriers of race, creed and color in the furthering of truly democratic education for American children,

"Now, therefore, be it Resolved, That this conference publicly go on record as opposing the released-time religious education program and that we call upon our national officers to take appropriate action to make this opposition effective."

As a means of implementing the fellowship policy on released time, a standing committee on separation of church and state has been appointed under the chairmanship of T. V. Thayer, director of the Ethical Culture Schools, New York City.





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# WASHINGTON NEWS

By EVA ADAMS CROSS, Special Correspondent

## Nationwide Attack on Delinquency

The nationwide drive for the prevention and control of juvenile delinquency will continue with renewed vigor on a community level, Attorney General Tom C. Clark announced December 1, as a result of the recent national conference in Washington. Following the action of the full conference which was attended by 1000 delegates, two groups will be in charge of the program.

The groups are designated as a continuing committee to bring the drive against teen-age crime right down to the grass roots level. The committee will collaborate with federal, state, local and private agencies. The continuing committee will consist of the conference executive board, the 16 panel chairmen and nine young people, ranging from 16 years to 25.

A recommendation for corrective

measures in juvenile training schools was one of many presented to the three day conference. Present training schools were described as "dumping grounds" like almshouses of a hundred years ago. They are often the catch-alls for neglected and homeless children, feeble-minded and mentally ill children and children requiring skilled medical attention.

Administrative responsibility for these juvenile institutions should be placed under either the state department of welfare or the state department of education, or a cooperative arrangement for their administration should be developed between the two departments, one panel insisted. Schooling should be equivalent to that offered other children in the state, with special attention to the individual needs of the young people in these institutions.

Long term, positive community programs which recognize the important rôle of the schools were advocated by the school and teacher responsibility panel of the national conference. Potentially, the schools have a unique opportunity to make a frontal attack on delinquency through educational programs which permit a sense of achievement to every child. The shortage of well trained teachers, inadequate school plants and other deplorable conditions in education frequently make it impossible for the school to be effective.

## Construction Controls Eased

The Office of Temporary Controls on December 20 relaxed somewhat its controls over nonresidential building. The C.P.A. will now approve construction of urgently needed primary and junior high school buildings if present facilities do not permit full instruction of pupils in one session daily.

In other instances, the C.P.A. interprets earlier field instructions to mean that during the present crisis in materials, 20 square feet per pupil would be considered a minimum requirement. Wherever there was less than that amount, expansion would be allowed.

However, in populous communities, many schools might get along on a shift basis, thereby requiring considerably less than 20 square feet for the total enrollment, according to the C.P.A. spokesman. He pointed out that wherever transportation facilities and availability of teaching staff allowed, it was C.P.A.'s policy before approving construction of additional facilities in such schools to require two full shifts per day. These shifts, he said, are deemed to consist of two five hour sessions, overlapping only at the lunch hour. There was no question of two children sitting at one school desk at the same time, he emphasized.

Where schools cannot meet such criteria because of lack of transportation



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IS A  
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**3-PURPOSE PROJECTOR**

Model RS-ND30



SILENT OR SOUND

BLACK & WHITE OR COLOR

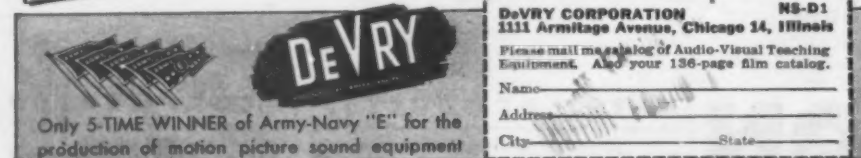
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**B**UILT like a fine watch—powered by a steady, smooth-running motor and mechanism that purrs through reel after reel without a flutter or a jump—so simple, a 12-year-old can operate it—that's the new DeVRY 16mm. sound-on-film projector that gives you:

The ultimate of sound, whether it be crisp, clear, intelligible conversation, or the full majesty of symphonic music . . . clear definition of image . . . uniformity of illumination over the screen's entire surface . . . soft, natural brilliance that assures viewing comfort because it is kind to the eyes.

The new DeVRY is a 3-purpose unit that (1) SAFELY projects both sound and silent films; (2) that shows BOTH black-and-white and color films without extra equipment; and (3) whose separately-housed 30 watt amplifier and sturdy 12-inch permanent magnet speaker afford portable Public Address facilities—indoors and out. DeVRY CORP., 1111 Armitage Ave., Chicago 14, Ill.

Make DeVRY'S new Film Catalog your source of 16mm. sound and silent motion picture films . . . for sale or rent.



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**FOR THE SCHOOL**—A good instrumental music program, combining where possible opportunities for both band and orchestra, provides advantages to the school system which may be measured in community support and good will, as well as in student enthusiasm. Honors and recognition received by your school band or orchestra reflect tremendous credit upon your school management and upon the entire community.

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For help in developing or organizing your school music program, write us direct or call upon your friendly Conn dealer today. Our experience is at your disposal without obligation.

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Write for your FREE copies of the two books—"Fun and Popularity Through Music" and "Music, the Emotional Outlet for Youth." Many of your students and their parents are reading them... *you* should read them, too!



"CHOICE OF THE ARTISTS" ★ ★ ★ "CHOICE OF CHAMPIONS"



facilities or teaching staff, the chief state school officer or some other responsible school official should go before C.P.A.'s field construction committees and make the necessary explanation.

#### Bureau of Budget Eyes S. 2499

It is impossible at this time to consider favorably appropriations as large as those contemplated in S. 2499, James E. Webb, director of the Bureau of the Budget, told Senator Murray in a recent letter.

The senator had requested a study of his billion dollar cradle-to-grave federal education bill by the budget bureau. Mr. Webb approved many features of the

proposed legislation and conceded that S. 2499 offered a useful framework within which to debate the major issues of national policy affecting education.

However, Senator Murray was reminded of "the serious budget situation in which we currently find ourselves." The present program of expenditures for veterans' education, ranging from \$1,500,000,000 to \$2,000,000,000 annually, has heavily burdened the higher institutions, both public and private, the budget director's letter continued. Mr. Webb felt that any other major program for the expansion of higher education should be initiated only

on a small scale as the impact of the veterans' program begins to recede.

"It is the hope of the administration that Congress will enact legislation for a permanent program of universal military training early in the coming session," the letter went on to say. "It is believed that legislation authorizing federal aid for education generally should be deferred until after the military training legislation has been enacted and should then be considered in relation to the enactments respecting military training."

#### Racial Segregation Hit

The need for elimination of racial segregation in schools and elsewhere in the District of Columbia was the burden of a report released December 5 by a citizens' committee on a districtwide social survey sponsored by the Council of Social Agencies. Children should be permitted to attend schools in the areas in which they live, without regard to race, the report said. Segregation of teachers should also be abolished.

A program of intergroup education was proposed for fostering democratic attitudes in youth. Such program would include the use of intergroup educational materials on every level; preservice and in-service training of teachers in intergroup relations; periodic intergroup educational conferences, workshops and institutes supervised and sponsored by the board of education; the creation of a central administrative committee on intergroup relations.

Dr. Joseph H. Douglass, executive secretary of the Washington Urban League, was especially critical of the educational system in the district, claiming that segregation is practiced on every level; that Negro schools do not always receive their proportionate share of appropriations; that Negro high schools are located unfavorably with regard to the pupils attending them.

#### Temporary Controls Only

On December 12, President Truman issued an order creating a new agency, known as the Office of Temporary Controls. This order consolidates the Office of War Mobilization, the Office of Price Administration and the Civilian Production Administration. Philip B. Fleming is the head of the new O.T.C., in addition to administering federal works.

#### Gift to U.N.E.S.C.O.

The American Chemical Society has offered a contribution of \$25,000 to U.N.E.S.C.O., according to a recent State Department announcement. The gift is offered for the payment of expenses in this country of foreign chemists and chemical engineers who wish to engage in advanced study and who could not

**no substitute** can take the place of a good book.  
But a fine motion picture can make the book  
much easier to understand and remember.



Take Johanna Spyri's *Heidi*, for example. For generations children have loved this book—but they often have difficulty in understanding certain words and expressions. Now they are able to see the book come to life on the screen. In the motion picture *Heidi* they can see all those details which would take many hours to explain.

The motion picture *Heidi* is distributed by Films Incorporated in 16 mm. for showing on school projectors. It is one of several hundred full-length features and dozens of short subjects and cartoons especially selected for school showing. To get the full story of the services which Films Incorporated offers to schools, just send a postcard request for the current School List catalog.

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## NOISE *Glares,* TOO!

**Y**ES, in the school, noise can "glare" as uncomfortably as poor lighting. And as needlessly.

For just as the proper filter will remove irritating glare from an otherwise efficient light, Acousti-Celotex drilled fibre tiles remove the irritating and annoying reflected sound waves that make a room noisy.

By absorbing these sound waves Acousti-Celotex cuts the noise short a split second after it's born—causes it to *die out many times faster* than it would in an untreated room.

Granted, in every room *some* sound is generated. But this sound becomes annoying NOISE which distracts and fatigues both pupils and teachers only when it is allowed to bounce from wall to wall and persist for long periods.

That's why more schools sound condition with Acousti-Celotex drilled fibre tile than with any other acoustical material. It is efficient, attractive, permanent and can be

repeatedly painted. The quiet comfort which results from sound conditioning soothes nerves, lessens strain and fatigue of teachers and students.

Another reason is the obvious advantage of doing business with the Acousti-Celotex distributor, member of the only organization in the world with the combined experience of more than 100,000 acoustical installations.

So why not consult *your* local Acousti-Celotex distributor? His advice is yours absolutely without obligation... and he *guarantees* results. A note to us will bring him to your desk.

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**FREE!** *Sound Conditioning: A Guide to Those Responsible for Education.* "Must" reading for every school administrator. For your *free* copy write to: The Celotex Corporation, Dept. NS-147, Chicago 3, Illinois.



### *Sound Conditioning with* **ACOUSTI-CELOTEX**

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make the trip without such aid. The persons who receive the grants are to be designated by U.N.E.S.C.O.

#### Draft Holiday Extended

The draft holiday, in effect since October 15, has been extended to February 1, according to an announcement of the War Department December 5. There has been no official statement yet as to whether Congress will be asked to extend the Selective Service Act beyond March 31 when it is due to expire. Voluntary enlistments have been steadily dwindling. Army officials consider that much will depend upon the effectiveness

of recruitment after the first of the year as to whether the draft will be resumed in February.

#### Discuss Athletics' Facilities

The National Conference on Facilities for Athletics, Recreation, Health and Physical Education convened December 3 at Jackson's Mill, Weston, W. Va., under the direction of Frank S. Stafford, U. S. Office of Education. Fifty-three delegates, representing 12 national organizations, were in attendance.

The purpose of the two weeks' conference was to formulate and publish sound principles and standards for the

development of interrelated systems of physical facilities. These systems will be functionally designed to meet the varied needs of athletics, recreation, physical and health education and camping programs for schools, communities and regions.

#### Lunchroom Surplus for Schools

Surplus cafeteria, kitchen and dining room equipment will be sold at a top priority and at a 95 per cent discount to schools and colleges training veterans. This equipment has been added to the list of surplus machine tools and classroom and laboratory equipment made available at nominal prices under C.P.A. Direction 23.

#### Vocational Guidance Near Homes

A new plan to provide vocational guidance for veterans at places nearest their homes was announced by the Veterans Administration in November. Regional or jurisdictional lines are to be disregarded. The former policy required a veteran to travel to the regional office having jurisdiction over his home town, even though another regional office was closer.

The recent arrangement will be particularly helpful to disabled veterans who want to be trained under Public Law 16 and who must have advisement from V.A. personnel before they can be approved for training. Guidance is voluntary on the part of veterans enrolling under the G.I. bill. The new plan will save them time and money when they seek such guidance.

V.A. provides educational and vocational guidance for veterans at all regional and subregional offices, as well as at 282 guidance centers, located chiefly in colleges and universities. Close to 50,000 veterans seeking training under the G.I. bill or Public Law 16 received counseling from V.A. in September, the latest date for which complete reports are available.

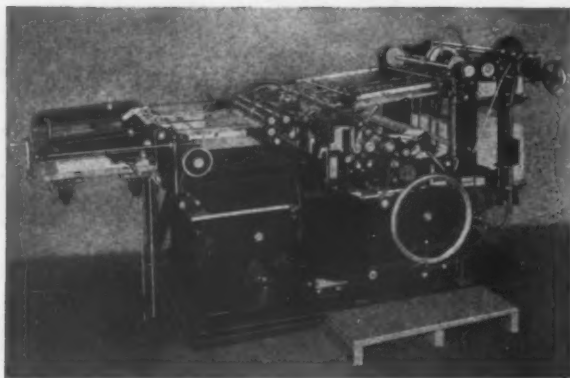
#### Communications Equipment for Sale

Telephone and telegraph equipment which originally cost close to \$1,500,000 is to be offered in a national sale to schools and other buyers, the W.A.A. announced November 29. The equipment includes wire and cable, cords, switchboards, telephones, tools and miscellaneous items. Fifteen per cent of the equipment has been reserved to fill orders from federal agencies. Other orders will be filled in the usual sequence of priority buyers.

#### Committee of the South

Encouraging adequate services in the schools of the South is only a part of the job which the Committee of the South, made up of southern leaders, will

# The Power of the Printing Press



...enabled mankind to emerge from the ignorance and superstition of the Dark Ages...by making knowledge widely available. It continues to be the dominant influence in molding public opinion, and the guiding light toward universal education. Today, this is acknowledged to be the key to the creation of "one world."



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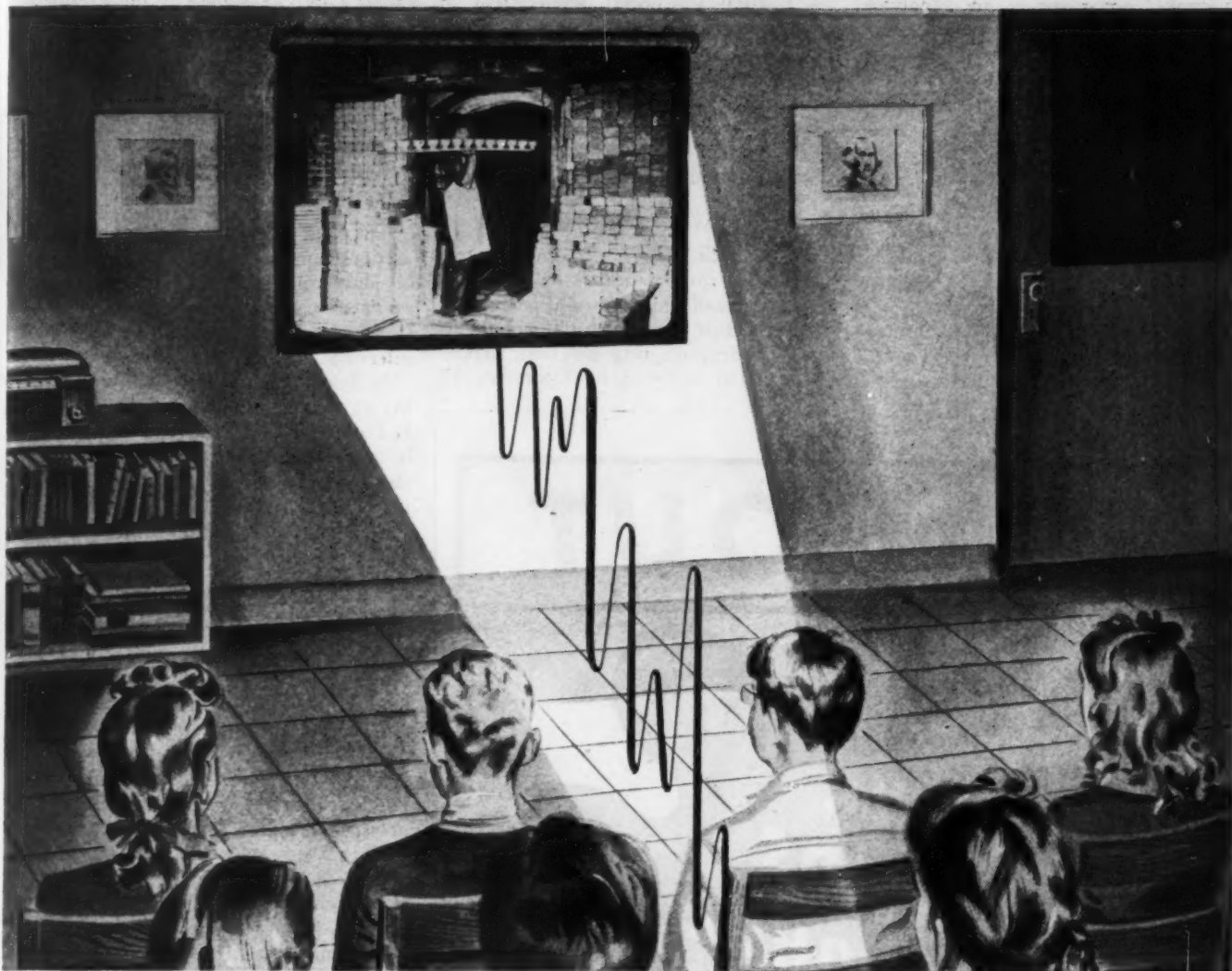
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Department of Education

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Sound films bring the world into the classroom.

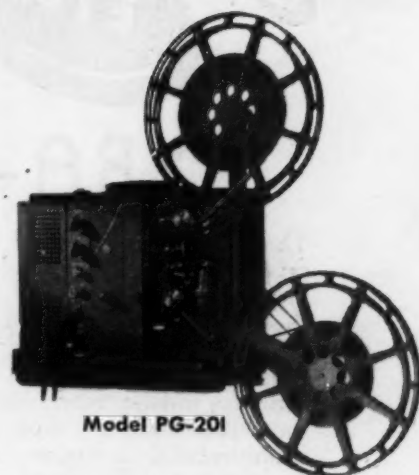
They create keen interest and clear understanding in the study of history, geography, and social subjects. Through sound films pupils see and hear the peoples of other lands . . . absorb the cultures and customs of ancient and modern civilizations . . . learn the importance of mutual understanding in establishing a lasting peace—the true "One-World" concept.

RCA's 16mm Sound Film Projector shows educational films with profes-

sional standards of picture definition. Its silvered pyrex reflector and "coated" lens provide a maximum of screen illumination. The sound system of the RCA Projector is engineered to reproduce sound which has all the fidelity of the original recording.

Simple to operate the RCA Sound Film Projector assures the very best presentation of all 16mm educational sound films.

For complete details address Educational Department, Radio Corporation of America, Camden, N. J.



Model PG-201



**RADIO CORPORATION of AMERICA**  
**EDUCATIONAL DEPARTMENT, CAMDEN, N.J.**

undertake, according to an announcement of the National Planning Association in late November. N.P.A. has asked the committee to work out private and public programs for speeding the development of the South's vast resources.

J. Melville Broughton, chairman of the new committee and former governor of North Carolina, has already called together the members of this group in Birmingham, Ala. Mr. Broughton stressed the fact that rising incomes in southern agriculture, labor and industry will permit the expansion of educational and health facilities and opportunities

for cultural and social development in that part of the country.

The committee will be assisted in preparing action programs by a research staff under the direction of Calvin B. Hoover, dean of the graduate school and chairman of the department of economics of Duke University.

#### Tests for Naval Scholarships

Nationwide examinations will be held January 18 to determine the eligibility of high school graduates and seniors, 17 to 20 years of age, for enrollment in the navy's college training program. Applications had to be in by December 17.

Public Law 729, signed by the President last August, has made it possible for several thousand boys who pass these examinations successfully to enter college in the fall of 1947 to be trained as officer candidates for the navy or marine corps at navy expense.

#### Plans for Military Training

The War Department is making preparations for the expeditious setting up of universal military training in the event of passage of such legislation by Congress, it was revealed in a recent interview.

In January a universal military training experimental unit will be activated at Fort Knox, Kentucky. This unit will be organized and trained for one year along the lines of the army's proposed plan for U.M.T.

The experimental unit will serve as a "pilot plant" in case Congress gives the nod for legislation initiating U.M.T. More than 800 newly enlisted regular army recruits, preferably 18 years of age and not more than 19, will receive the universal military type of training, which would couple military training with civilian supervision and discipline. Trainees will be selected who conform to army I.Q. averages. They will have a separate post exchange, service club, library and newspaper and will participate in emphasized information, education, athletic and recreational programs.

A committee composed of leading civilians in nearby Louisville and Elizabethtown, assisted by a specially appointed army chaplain and medical officers, will advise and consult with army and civilian authorities on all non-military phases of the program.

Registration and selection of trainees, in case U.M.T. is approved by Congress, for universal military training in much the same manner as men are now processed for military service are included in the revised U.M.T. plan announced by the War Department. The navy plan is expected to correspond in general to the one announced by the War Department.

Lt. Gen. Raymond McLain has been assigned as special assistant to General Collins in getting universal military training before Congress. He will act as a special War Department representative, primarily with veterans' associations and civilian groups that are interested in the War Department's U.M.T. plan.

#### Consumer Products Decontrolled

Thirty-one consumer products and classes of products, ranging from clocks and watches to musical instruments, were freed from compulsory inventory control by the Civilian Production Administration recently. These products are considered no longer in short supply or essential to the national economy.

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Here you see PC Foamglas being laid. Later the specified built-up roofing will be applied and finished with a gravel surface. The PC Foamglas cant strips can be seen along the parapet wall at the right. Architect: E. Brielmaier & Sons Co., 735 N. Water St., Milwaukee, Wis.



Makeshift wooden cant strips have long been a source of roofing trouble. Now you can get cant strips made of PC Foamglas. You need not fear that they will check, swell, shrink or rot.

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T M REG U S PAT OFF





Schools closed but pupils study.

When the recent coal strike caused the public schools of Denver to close, Charles E. Green, superintendent, worked out a system whereby studies could be continued. Radio stations set aside frequent periods during the day when teachers went on the air to brief pupils on homework assignments and to recommend educational programs which would help them with their studies.

Newspapers published a daily assign-

ment schedule for each grade from the second on up. Pupils voluntarily selected gathering places, heated by gas or oil, where regular study periods could be held, and theater managers scheduled educational films for morning showings. In addition, pupils were required to visit their schools frequently to pick up additional assignments and instructions from their teachers.

This was the third time the Denver schools were forced to close during the

current term, the first closing having come during an outbreak of infantile paralysis in September and the second during the worst blizzard Colorado had had in thirty-three years.

## ADMINISTRATION

### Wants New System for Substitutes

The Chicago Teachers Union calls for a new system for supplying substitutes, suggesting a "pool" of substitute teachers hired for a fixed period of time, with teachers being assigned wherever needed from day to day. It advocates making an estimate of the average daily number of substitutes needed and hiring that number for a semester or a year.

The system now in use, the union describes as broken down and inefficient. At present teachers never know when they will be called, have to keep their time free, be dressed for work and wait. Under the proposed plan they would report each day to a north, south or west side office for assignment to schools nearest them.

The union's records show that the number of teachers who left the system permanently last year exceeded by about 200 the number of new permanent teachers appointed. Many of the 2500 substitute teachers are qualified and waiting for regular assignments.





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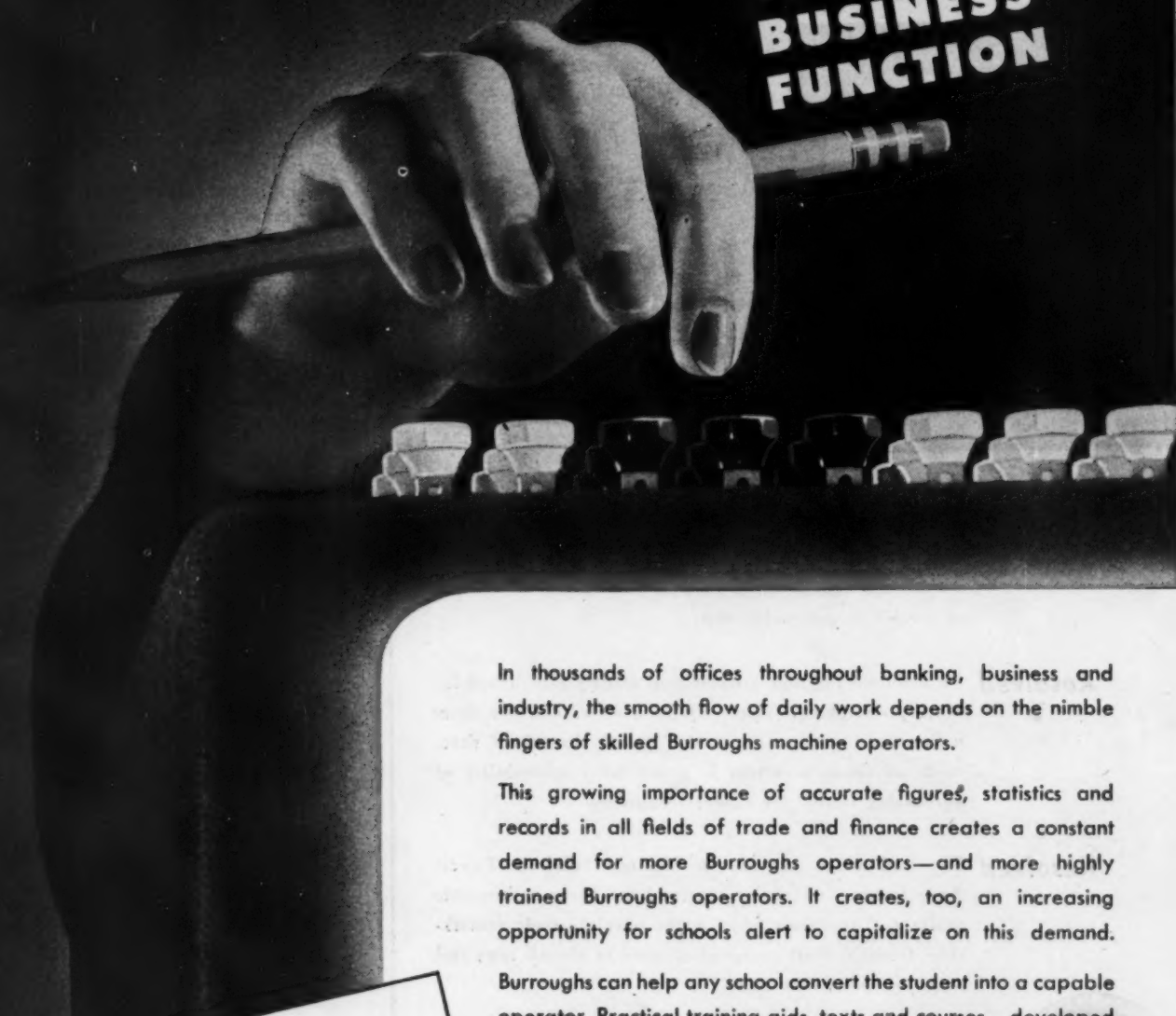
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## Troubled Waters in Chicago

The North Central Association of Colleges and Secondary Schools last March warned the Chicago school officials that it would cease granting accreditation to Chicago high schools unless corrective measures were taken in the form of a nonpolitical school board and a legislative amendment making the superintendent of schools the top executive of the board. Mayor Kelly then selected six new members on a nonpolitical basis from a list of candidates suggested by a committee of educators. But five political appointees, including the board president, James B. McCahey, still remain.

[Mr. McCahey has since submitted his resignation, effective in the spring.]

The N.C.A.'s state committee in November repeated the previous warning, stating that a blacklisting of the schools will be recommended to the national organization next March unless the Otis law under which the schools are now operating is amended in the 1947 legislature and unless the five remaining political appointees step down.

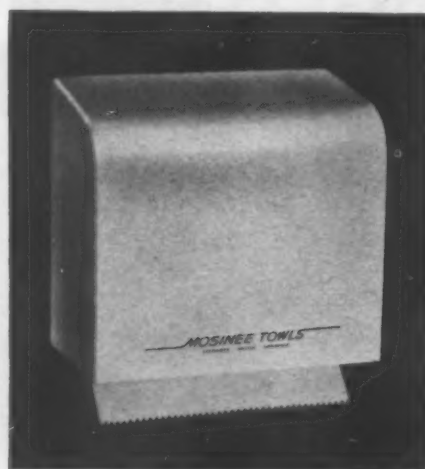
The day before the N.C.A.'s announcement of its intentions, the Chicago board of education adopted a proposal by Mr. McCahey recommending that the state law be amended to provide that the

superintendent become also the chief executive officer of the board. As it is now, authority is divided among three separate administrative officers, the superintendent, the business manager and a chief attorney, all of whom are named by the board.

Bills to make the school board elective will be introduced into the legislature in January by Representative S. C. Armstrong, who presented a series of such measures in the last session but encountered solid opposition. His measures would apportion the city into five approximately equal districts in each of which two members would be elected, with one member to be elected at large.

It is reported from Peoria, Ill., that Senator Clyde C. Trager is considering reintroducing at the next session of the legislature a bill which would virtually eliminate the North Central Association of Colleges and Secondary Schools as an accrediting agency in Illinois. Senator Trager introduced the bill in 1945 after the Peoria schools had been harassed by the N.C.A. but was unsuccessful in having it made a law at that time.

Mayor Kelly at a meeting of the city council defended Mr. McCahey, scoffed at the N.C.A.'s threat of blacklisting and tossed the charge of "politics" about.



## A Three-fold RESOLUTION for 1947

**Resolved** To increase our production as rapidly as conditions will permit—that more and more schools may equip their washrooms with Mosinee Sulphate Towels for excellence of service at reasonable cost.

**Resolved** To maintain the high standards of quality established for Mosinee Sulphate Towels which have earned for them nation-wide recognition as the "towel choice" of thousands of those to whom is given the responsibility of purchasing towels for school washrooms.

**Resolved** To continue to provide in Mosinee Sulphate Towels those features which have earned for them enthusiastic praise as "America's finest paper towels"—their remarkable strength; their exceptional speed of absorbency; and their softness to the skin.



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## Teachers Get Pay Increase

In Parma, N. Y., which pays the same salaries to teachers in elementary, junior high and high school, an increase in pay beginning immediately has been granted teachers and other employees. Members of the administrative and teaching staffs will receive a \$200 cost-of-living increase, \$80 of which was paid before Christmas, with the balance to be paid in six monthly installments.

Custodians and bus drivers were granted a \$200 increase on a 12 month basis; building secretaries, \$10 additional per month, and cafeteria and cleaning women an increase of 5 cents an hour.

The board of education jointly with the Teachers Association adjusted unpaid increments so as to bring each member of the staff up to maximum pay standards set in 1941. From \$100 to \$300 was due to about 25 teachers. A cumulative sick leave arrangement was also included in the recent adjustment.

The money for these increases in Parma was provided in a 2 mill levy approved by voters in 1944 for financing a 6 point program. Five of the points are already in effect. The teachers' salary increase was the sixth.

## Would Repeal Federal Tax

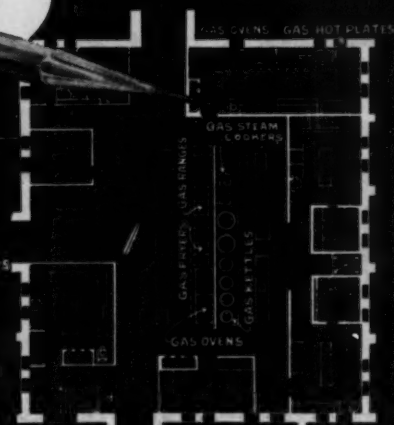
A resolution calling for educators through their district, state and national organizations to petition Congress to repeal the federal tax on public school activities was recently adopted in Iowa.



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The resolution states that although schools were willing to pay these taxes during the war, many concessions have since been made to business and industry to speed reconversion; that adolescents should not have been taxed for educational programs even in war time, and that the time has now arrived for a repeal of these federal taxes.

#### A.A.S.A. Nominees

Nominees for the office of president of the American Association of School Administrators are as follows: John L. Bracken, Clayton, Mo.; Hobart M. Corning, Washington, D. C.; Willard

E. Goslin, Minneapolis, Minn.; Herold C. Hunt, Kansas City Mo., and W. Frank Warren, Durham, N. C. Bal-loting as usual has been by mail.

### MISCELLANEOUS

#### Petrillo Vindicated

James C. Petrillo, president of the American Federation of Musicians (A. F. of L.), who had been charged with violation of the law because he demanded that radio station WAAF hire three unnecessary union members as record librarians and called a strike against

the station to enforce the demand, was freed of criminal charges brought against him by the government recently.

The Lea Act, or anti-Petrillo law as it is sometimes called, was declared unconstitutional by Judge Walter J. La Buy in the U. S. district court in Chicago. Government spokesmen announced they would appeal the case to the U. S. Supreme Court.

#### Schools Get Free Potatoes

Because the farmers of the country raised 100,000,000 more bushels of potatoes than the 378,000,000 bushels which the Department of Agriculture had set as a goal, the schools of the country which serve lunches to their pupils are receiving shipments of free potatoes, with the transportation paid by the federal government. The department has bought about 40,000,000 bushels to support the price and will have to buy more. From 350 to 400 carloads of potatoes a month are being shipped to schools in 46 states.

#### Contest Based on U.N.

The education committee of the American Association for the United Nations (formerly the League of Nations Association) is sponsoring its annual national contest among high school pupils in which contestants must take an examination based on the United Nations. Study material is supplied by the association to each participating school which may enter two papers in the final competition for national prizes.

The top prize is a trip to Europe, but in case conditions do not favor such a trip next summer, cash prizes of \$500 and \$100 will be given the first and second place winners. The contest will be held March 28, 1947. Local prizes are offered by branches of the association in 27 states. Teachers wishing to enroll their schools in the competition should register with the association at 45 East Sixty-Fifth Street, New York 21, N. Y., which furnishes study kits of the United Nations Charter and a revised edition of "We, the Peoples," a history of the U.N.

#### Coming Meetings

Alabama Education Association, Birmingham, March 20, 21.  
American Association of Junior Colleges, Hotel Jefferson, St. Louis, February 19-22.  
American Association of School Administrators, Atlantic City, N. J., March 1-6.  
Georgia Education Association, Hotel De Soto, Savannah, April 23-26.  
Mississippi Education Association, Hotel Heidelberg (tentative), March 20-22.  
North Carolina Education Association, George Vanderbilt Hotel, Asheville, March 27-29.  
South Carolina Education Association, Columbia, February 20-22.

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A vivid and scholarly presentation of this timely and highly motivated subject, prepared by Alfred D. Beck, Assistant Science Supervisor of the New York City Schools.

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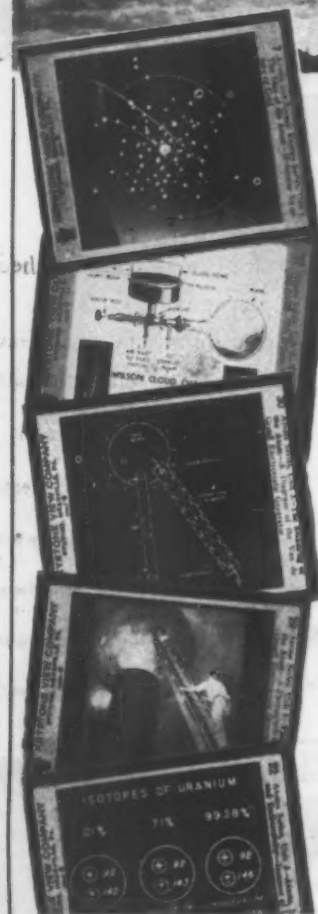
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### Pupils Ape Their Elders

Pupil strikes continue to add to the general confusion. At Whiting, Ind., 270 out of 400 pupils at Whiting Senior High School went on strike against new rules set up to govern absenteeism, claiming penalties proposed were too severe on some pupils who worked part time.

In Chicago, pupils at Foreman High School struck in protest against new rules of conduct devised to govern rowdiness. A janitor at the school had been trampled to death a month before when caught in the corridor in a between classes rush.

Several hundred pupils of McKinley High School, also in Chicago, struck as a means of enforcing their demands for a better program of student activities, including the creation of a student council, the right to wear slacks, more jazz music in assemblies, better conditions in the gymnasium, the right to smoke in the lunchroom and teachers who are young enough to "have the modern point of view."

This demonstration was followed by a walkout at Cregier School, a branch of McKinley, which is attended by 450 freshmen and sophomores. The pupils had no well formulated objectives. McKinley's student council went into session to put pupils' demands into writing. No member of the faculty attended

and pupils were allowed freedom of discussion. Principal Nellie Quinn promised to give full consideration to all requests.

At Medill High School, also in Chicago, pupils staged a walkout in protest against having to spend most of their lunch hour waiting in the cafeteria line. They also requested permission to wear slacks to classes and were informed by Principal Walter Shea that there was no rule against it.

Later, the Chicago Youth Conference, representing 176,000 pupils in public, parochial and private high schools in Cook County, by vote registered their disapproval of pupil strikes as a means of settling differences. Delegates called for formation of arbitration boards in each school, containing representatives from each class and a teacher from each department.

In far away Argentina, university students faced expulsion after voting to walk out in protest against the higher education policies of President Peron.

question: "Shall Section III of Article X of the constitution be amended so as to authorize the legislature to provide for the transportation of children to and from any parochial and private school or institution of learning?"

The official vote was 437,817 "for" and 575,475 "against." A spirited campaign had been conducted through the press, over the radio and from the platform. The chief support for the measure came from Catholic groups while the most vigorous opposition was provided by Protestant ministerial groups. Educators maintained a "hands off" policy.

### School Bus Accidents

A school bus loaded with pupils ranging in age from 7 to 13 collided with a train near Newberry, S. C., killing 10 of the children and the bus driver and sending 11 others to the hospital, most of them with critical injuries. The train was two hours late, so that the driver was not expecting it, and the crossing was obscured with fog, which undoubtedly accounts for the accident.

Approximately 25 fifth and sixth grade pupils en route to the Kennedy District School, Flint, Mich., by school bus were injured when the bus struck a tree and was demolished after a tire blew out. Farmers used hacksaws to free some of the children trapped in the wreckage. The bus did not catch fire.

## TRANSPORTATION

### Bus Issue in Wisconsin

By action of the legislature, the citizens of Wisconsin were asked at the November election to vote upon the

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☐ Ampro 8 mm. Silent Projector

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## Destroyed by Fire

The high school at Harbor Beach, Mich., was destroyed by fire about 9 p.m. November 23. The fire started in the boiler room located within the building. The newer and adjoining elementary school connected by a tunnel to the secondary building escaped damage.

## Superintendent's Book Shelf

**DESCRIPTION AND MEASUREMENT OF PERSONALITY.** By Raymond B. Cattell. World Book Company, Yonkers-on-Hudson, N. Y.

**DYNAMICS OF LEARNING: A Radical Departure From Tradition.** By Nathaniel Cantor. Foster and Stewart Publishing Corporation, Buffalo, N. Y. 1946. \$3.

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**ITEM-ANALYSIS DATA: Their Computation,**

**Interpretation and Use in Test Construction.** By Frederick B. Davis. The Graduate School of Education, Harvard University, Cambridge, Mass. 1946. 75 cents.

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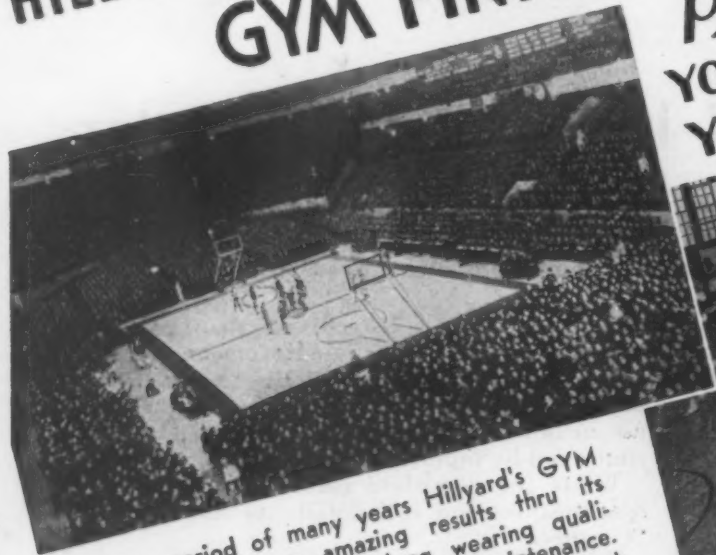
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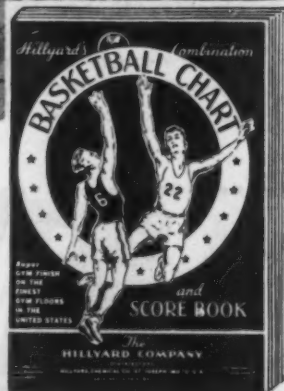


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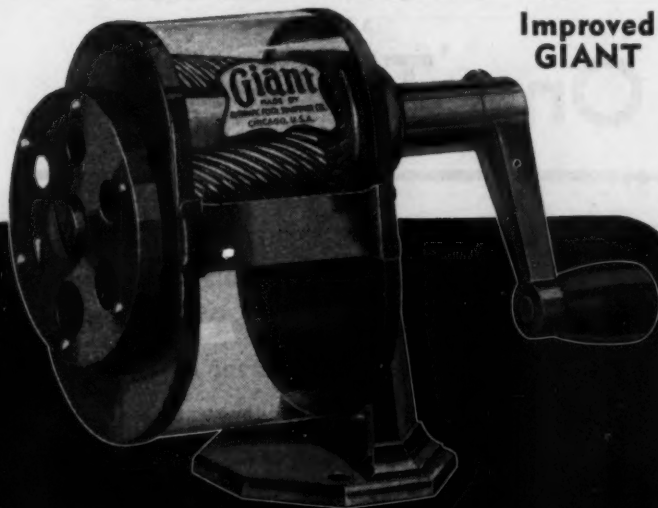
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## PUBLICATIONS

**Community Centers as Living War Memorials.** A selective bibliography with interpretive comments compiled by James Dahir developing the theme that war memorials should be living instruments of community service and that the well run center can be such an instrument. New York City: Russell Sage Foundation. 50 cents.

**Buying Insurance.** A study of the use of insurance in relation to the whole problem of security in modern life for high school pupils. No. 8 of the Consumer Education Study. Washington 6, D. C.: Consumer Education Study, National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W. 35 cents, with discounts up to one third in quantity.

**Your Community and Its Young People.** A pamphlet discussing the employment and educational opportunities of young people in the light of the experience of the various federal agencies concerned with youth. U. S. Department of Labor, Children's Bureau Publication No. 316. Washington, D. C.: U. S. Government Printing Office.

**Report of the United States Education Mission to Japan.** The title is self explanatory. The report is by George D. Stoddard, chairman of the mission. Department of State Publication No. 2579, Far Eastern Series 11. Washington, D. C.: U. S. Government Printing Office.

**Report of the U. S. National Commission for U.N.E.S.C.O.** The report highlights the most important recommendations of the National Commission to the U. S. Government for advocacy by the U. S. delegation at the Paris conference of U.N.E.S.C.O. Department of State Publication 2635. Washington 25, D. C.: Superintendent of Documents, U. S. Government Printing Office. 10 cents.

**Educational and Employment Opportunities for Youth.** A report and recommendations of the Interagency Committee on Youth Employment and Education to the Director of War Mobilization and Reconversion. Washington 25,

D. C.: Child Labor and Youth Employment Branch, Division of Labor and Standards, U. S. Department of Labor.

**How Can We Teach About Sex?** By Benjamin C. Gruenberg. A new approach to sex education, giving several important "Don'ts" by one of the country's leading authorities. Public Affairs Pamphlet No. 122. New York 16, N. Y.: Public Affairs Committee, Inc., 22 East 38th Street. 10 cents.

**Proceedings of the Fourth Annual Visual Education Institute of the University of Wisconsin.** A record of the July 1946 conference at which subject experts from many fields of education evaluated visual education as a supplement to instruction. Madison 6, Wis.: W. A. Wittich, 1204 West Johnson Street. \$1.50.

**The Ideal of Universal Education, The Functional Secondary School Curriculum, Administering Guidance and Supervision.** By J. Paul Leonard. Addresses made by Dr. Leonard at the 1946 Schoolmen's Week in Minnesota issued as the first bulletin of the Minnesota Association of Secondary School Principals. St. Paul 4, Minn.: Franklin L. Blume, director of publications, Central High School. 50 cents.

**Postwar Needs of Education in Hawaii.** A report of the Hawaii Committee on Education in Postwar Reconstruction. An exposition of the general needs which will enable the people to attain individual development and to handle social, economic and political problems. Honolulu, Hawaii: Department of Public Instruction.

## NAMES IN THE NEWS

(Continued From Page 52.)

cation for the state department. Miss Heffernan is on a one year's leave.

**John Dewey,** eminent philosopher and educator, and **Mrs. Roberta Grant,** widow of the late Robert Grant of San Francisco, were married December 11 in

New York City. Dr. Dewey is 87 years old; Mrs. Dewey, 42.

## Deaths

**Clifton M. Layton,** superintendent of schools at Wooster, Ohio, died recently of a heart attack a few moments after arriving at his office. He was 60 years old and had been with the Wooster school system since 1931.

**Edna M. Cook,** principal of the River Street School at Saranac Lake, N. Y., and a teacher there for twenty years, died recently.

**Harry P. Weatherlow,** for twenty-five years a district superintendent of schools in Ontario County, New York, until his retirement in 1936, died in October at Naples, N. Y.

**Tillie Krueger,** superintendent of schools, Plumas County, California, was killed recently when her car skidded on the icy pavement and crashed into a tree. Having served eight years as county superintendent, she was reelected in last June's primaries.

**Dr. George Kurke,** principal of Robert E. Simon Junior High School, New York City, died December 7 of cerebral hemorrhage. He collapsed in his office and died within a few hours. Dr. Kurke was a member of the New York State bar and was a former principal of P.S. 79 and 25 and Forsyth Junior High School.

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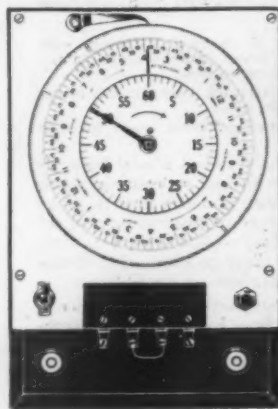
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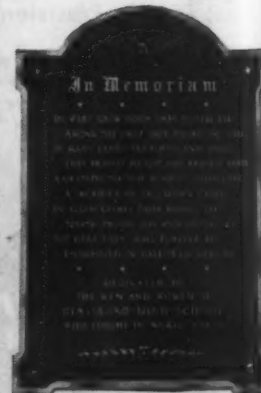


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## DARNELL CASTERS

DARNELL CORP. LTD. 60 WALKER ST., NEW YORK 13, N.Y.  
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## Improved MASTERKEYED combination shackle lock!



No. 68-264

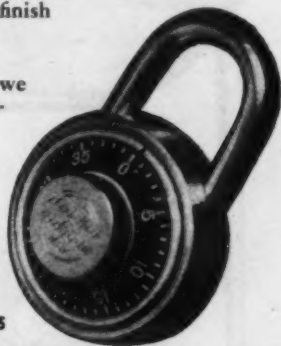
**Stainless  
Steel  
Case**

A locker lock that can really take a beating. National Lock No. 68-264 Combination Locks with stainless steel case have greater strength than ever before and these locks have a permanent finish. They are still made with double steel case for shock resistance. They reduce lock investment and maintenance costs. Full 5/16" diameter shackle, black enameled dial with white numerals and graduations. Shackle, face and knob have bright chromium plated finish. Masterkey feature assures ease of supervision.

### No. 68-265 Combination Shackle Locks

An all-around locker lock requiring three number dialing to open. Dial is locked against rotation when shackle is open. Shackle is 5/16" diameter with double steel case. Standard style is plain zinc finish, iridite treated for longer finish life. DeLuxe style is bright chromium plated. Specify finish wanted on your order.

Day by day, month by month, we are shipping more and more Combination Shackle Locks. We will continue to ship orders for this ever growing popular line of locker locks, as rapidly as is humanly possible.



No. 68-265



**NATIONAL LOCK COMPANY**  
LOCK DIVISION  
Rockford, Illinois

## Effective Convenient Economical

THE effectiveness of Mercurochrome has been demonstrated by more than twenty years of extensive clinical use. For professional convenience Mercurochrome is supplied in four forms—Aqueous Solution in Applicator Bottles for the treatment of minor wounds, Surgical Solution for preoperative skin disinfection, Tablets and Powder from which solutions of any desired concentration may readily be prepared.

## Mercurochrome

(H. W. & D. brand of merbromin, dibromozymerymercurifluorescein-sodium)

is economical because stock solutions may be dispensed quickly and at low cost. Stock solutions keep indefinitely.

Mercurochrome is antiseptic and relatively non-irritating and non-toxic in wounds.

Complete literature will be furnished on request.



**HYNISON, WESTCOTT  
& DUNNING, INC.**  
BALTIMORE, MARYLAND

## *Efficient Tools for a Vital Need*

The world's desperate need for better educated people, together with the special burdens of today's conditions place a high premium on the efficiency of the "tools" available to educators. Heywood-Wakefield School Furniture is designed to meet this vital need completely—economically.

*Richard N. Snodgrass*

PRESIDENT



### **TABLE DESK S 1008 • CHAIR S 915**

- Durable, welded tubular steel frames
- Beautifully finished wooden elements
- Both pieces available in graded sizes
- Wood parts rigidly attached to frames

This movable, tubular combination is a typical example of the full flexibility incorporated in Heywood-Wakefield designs. These light, easy-to-rearrange pieces lend themselves to an unending number of different classroom and study room arrangements. Write today for our new illustrated booklet showing other available pieces. Heywood-Wakefield School Furniture Division, 666 Lake Shore Drive, Chicago 11, Illinois.





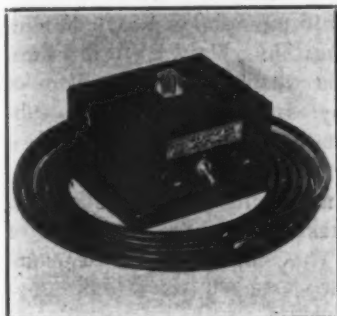
# What's New FOR SCHOOLS

*The easiest way to get more information about the new products described in this section is to use the postage paid card opposite page 104. Just circle the key number on the card which corresponds with the number in the headline of each item. The NATION'S SCHOOLS will send your request to the manufacturer.*

## Insufficient Wall Outlets?

NS 338

**This Box Fills Temporary, Permanent Needs**



The new Multi-Plug Outlet Box, Model 3001-A, is one answer to the problem of insufficient wall outlets for electric current, whether the solution need be temporary or permanent. For example, it will accommodate additional temporary lighting fixtures and, if a permanent circuit is required to enable a large

number of instruments or machines to operate from a small number of wall outlets, it will eliminate the necessity for constructing such outlets.

A small unit, it can be plugged into any convenient wall outlet, A.C. or D.C., 110-125 volts, and the boxes can be "pyramided," one being plugged into another. Two fuses protect the main line against shorts and overloads.

Features of the Multi-Plug include eight standard receptacles conveniently spaced; a neon pilot light (1/25 watt) which tells A.C. from D.C. and signals "voltage on all plugs," and a long stroke toggle switch which breaks *both* legs of the line. All components are underwriters approved.

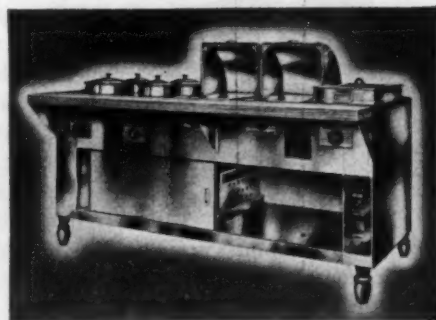
The cabinet dimensions are 3 by 4 by 5 inches and the net weight is 1 pound 9 ounces. Model 3002-A is designed for use on 220-250 volts.—Allied Laboratory Instrument, Inc., 355 West Twenty-Sixth Street, New York 1, N. Y.

## New Type of Hot Food Table

NS 340

**Operates on Dry Electric Heat**

Operating on dry electric heat, the new type of electric hot food table announced by S. Blickman, Inc., requires no water or steam and is expected to facilitate school



lunch programs because it stores food at the proper temperature for each specific item.

Its outstanding feature is the individual electric heating unit and thermostat for each section. Any single unit can be removed easily without disconnecting wires or interrupting the continued operation of the other units. The surrounding of each heating unit with an asbestos-lined sheet metal enclosure results in conservation of power and prevents loss of radiant heat, thus providing comfortable working conditions.

Use of solid stainless steel in the top and in all insets, pans and covers is said to ensure sanitation and long service life, and the seamless construction of the top means easy cleaning. Tables are available with various top arrangements and with open, semienlosed or fully enclosed understructures. The fully enclosed model shown is equipped with electric heating facilities and thermostat control for the plate warmer section.—S. Blickman, Inc., Weehawken, N. J.

## Swinging Inkwell Brackets

NS 339

**For Chairs, Tables, Laboratory Furniture**

The Squires swinging inkwell bracket is designed for use on chairs, tables and laboratory furniture. The bracket, which is the result of much experimentation plus experience in the service of educational institutions, is made to give years of trouble-free service, the manufacturer states. Of all steel construction and heavily plated with cadmium, the bracket has a silver like appearance.

Clean, evaporationless, noncorrosive and low in cost are descriptive of the improved Squires No. 12S Common Sense Inkwell. It is available in three sizes, to fit borings 1½, 1¾ and 1⅞ inches. All sizes extend 1⅞ inches above the top of the desk and the opening for the pen is ¾ inch. The inkwells are equipped with interchangeable bakelite screw caps.—Squires Inkwell Company, Pittsburgh 15, Pa.

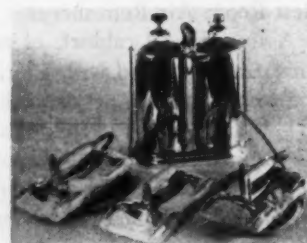
## Wall Washing Machine

NS 341

**Simplifies Task for Maintenance Department**

The maintenance department's problem of cleaning walls has been simplified by the new Wallmaster which is now in production. Not only is the task made easier, but this revolutionary method is said to result in walls' staying clean longer because they are left completely film free.

Designed to wash, rinse and dry all types of interior wall surfaces, to revitalize the paint and to restore the original



luster, this machine reduces wall washing time and eliminates streaking, dripping and drop cloths. Special cleaner and rinse water are applied to wall surfaces with large, lightweight trowels which are covered with terry cloth pads as shown in the illustration. The cleaner and rinse are fed into the trowels by fingertip control from pressure tanks. The machine is entirely mechanical and uses no electricity.—Quaker Maintenance Company, Inc., 124 West Eighteenth Street, New York 11, N. Y.

## Dual Purpose Projector

NS 342

Shows 2 by 2 Slides, 35 mm. Strip Film



Because of its many time saving features and its simple operation, the new dual purpose Amproslide projector is expected to be particularly valuable for use in schools. Model 30-D, shown in the illustration in operating position for projecting 2 by 2 slides, features an automatic snap-action self centering slide

carrier. No additional units need to be installed or removed when changing from the slide operation to showing of 35 mm. strip film.

The slide carrier is said to operate conveniently with one hand and to assure perfect alignment. The design permits removal and insertion of slides without fingers touching the slide surface, thus minimizing the risk of scratching or marring the surface. Newly designed curved film guideways permit easy threading and quick operation and effect a greatly improved projected image, according to the manufacturer.

Amproslide Model 30-D, which operates on 105 to 125 volts A.C. or D.C., has a 5 inch F:3.5 anastigmat projection lens, with coated lens available. The 300 watt lamp is said to provide uniform light with effective heat dissipation because of the special design.—Ampro Corporation, 2835 North Western Avenue, Chicago 18, Ill.

## Air Freshener

NS 343

Designed for Restroom Use

The standard Airkem Chlorophyll Air Freshener, devised for counteracting the many and varied odors resulting from occupancy and industry, has been supplemented by a special formulation to take care of the odors peculiar to restrooms. The new product, made by Airkem, Inc., has been put on the market under the trade name of Airkem Red Label Rest Room Air Refreshener.

A special wall cabinet, of rolled steel with white enamel finish and equipped with a locking device, has been designed for restroom use. Two such cabinets, each holding one 15½ ounce bottle of Red Label, are usually required for the ordinary restroom. One of the main advantages of the new product, the manufacturer points out, is that of constant operation. All that is necessary to counteract the odor problem in restrooms is to unscrew the cap of the bottle and raise the wick 3 inches; the product works twenty-four hours a day.—W. H. Wheeler, Inc., 7 East Forty-Seventh Street, New York 17, N. Y.

## Radiant Heating Control

NS 344

Discussed in Illustrated Booklet

School administrators interested in the application of effective control to radiant heating installations will want to see the Johnson Service Company's new booklet, "How to Control Radiant Heating." The discussion presented is based on the company's own experience and on reports of various pipe and tubing manufacturers who have been concerned with radiant surfaces. Intended as an "engineering report," the booklet is illustrated with diagrams. To obtain a copy, Edition No. 4 should be requested.—Johnson Service Company, 507 East Michigan Street, Milwaukee 2, Wis.

## New Film Library Corporation

NS 345

Purchases 6000 Subject Library

To produce and distribute 16 mm. and 8 mm. entertainment, educational and religious films, United World Films, Inc., has been organized as a wholly owned subsidiary of Universal Pictures Company, Inc., and the entire substandard library of the Bell and Howell Company has been purchased.

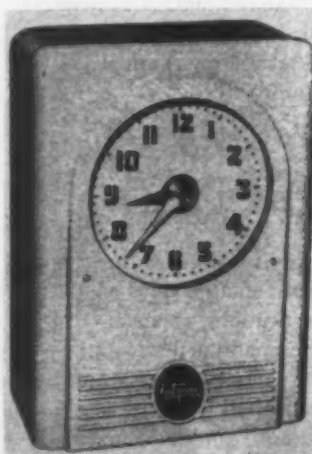
This recent transaction marks the first time that a major distributor has undertaken to embrace all phases of the substandard film field. The Filmosound Library comprises 6000 subjects.

Having accomplished to its own satisfaction its original purposes in establishing the library—achievement of world wide recognition as a source for 16 mm. films of all kinds and attainment of the leadership originally planned for it—Bell and Howell will continue its expansion activities in developing and manufacturing photographic equipment and in consolidating farther its postwar status in the photographic industry.—United World Films, Inc., Rockefeller Center, New York, N. Y.

## Synchronous Program Clocks

NS 346

Provide Automatic Control of Signals



Installation of Montgomery Synchronous Program Clocks assures accurate and dependable automatic control of all types of signals, such as bells, horns, lights, sirens and gongs, according to the manufacturer. Once set, they continue to follow an exact schedule until reset, and no tools are required to change program schedules when desired.

Six models are available to handle 1, 2 or 4 program circuits of 12 or 24 hour cycles. Automatic calendar silencing makes it possible to halt signaling over week ends, at night or for any desired period. A toggle switch cuts out the automatic mechanism and a push button permits manual operation. Thus any number of manual control stations can be connected into



the signal circuit without affecting the clock mechanism so that it can be used as a fire or special call system.

These clocks, the beauty of which is said to belie their basic function of circuit control, make an attractive time-piece addition to the school office. The case is finished in old ivory baked enamel, with dial lettering in Chinese red. The single circuit clock is 8 inches wide, 4 inches deep and 11 inches high.

The signal system will carry a 100 watt load. Standard models operate on 115 volts 60 cycles, and other voltages and frequencies are available on special order.—**Montgomery Manufacturing Company, Department 268, 549 West Washington Boulevard, Chicago 6, Ill.**

### New Line of Filing Cabinets

NS 347

Offers Wide Range of Models

A line of filing cabinets providing a choice of 11 models is now being marketed by Lyon Metal Products, Inc. The cabinets are available with or without general locks, in suspension and nonsuspension types.

Characteristics of this new line include rounded corners on drawers and crossrails; easy rolling drawers which glide on six ball bearings and two floating rollers for perfect "flip-of-the-finger" operation; double stops—one set in drawer and one set in carrier—to prevent drawers from being pulled out and dropped accidentally; no waste of filing space; nonwobble follow blocks which slide the full length of the drawer and allow the hand that is used to move the follow block also to release the compression brake.

A  $\frac{3}{8}$  inch pitch to the rear causes drawers to stay closed, and there is no rebound when drawers are closed hard or when the cabinet is on an uneven floor. All that is necessary to remove the drawers is to open them wide and lift them out. There are no stops or catches to unlatch and there is a hand grip on the back of the drawer.—**Lyon Metal Products, Inc., General Offices, 425 Clark Street, Aurora, Ill.**

### Hygienic Toilet Seat

NS 348

For Use in School Restrooms

The germ-killing properties of the new Grenby Hygienic Toilet Seat make it especially desirable for use in school restrooms. The ultraviolet rays of the General Electric Germicidal Lamp bathe the seat continuously when it is not in use.

Entirely automatic and requiring no handling, the seat lowers at the press of a button, remains down without holding and returns automatically after the weight is removed. As the seat returns to its cabinet, the toilet flushes automatically and the germicidal lamp lights. A Church "Moltex" Seat and a Sloan Valve are standard equipment.—**Grenby Manufacturing Company, Plainville, Conn.**



### Sound Recording, Playback Equipment NS 349

Completely Described in New Catalog

Complete information on the Fairchild Camera and Instrument Corporation's professional sound recording and playback equipment has been compiled in a handsome, generously illustrated catalog which the school administrator will find to be a helpful guide for purchasing in this field. Performance curves, as well as detailed specifications, are presented for the Fairchild studio and portable recorders, transcription turntable, amplifier-equalizer, magnetic cutter-head, lateral dynamic pickup and the well known "Language Master."—**The Fairchild Camera and Instrument Corporation, 88-06 Van Wyck Boulevard, Jamaica 1, N. Y.**

### New Standard Microscope

NS 350

Has Many Features of Higher Priced Item



Many features usually found only in much higher priced instruments are said to be found in the new Federal Model 40 Standard Microscope.

Two Huygenian eyepieces (5x and 10x standard Society diameter), scientifically tapered to afford close eye approach, reduce interference with the field of vision to a minimum. By a flick of the finger, a convertible (10x to 20x) achromatic objective can be

changed from high to low power as the operator desires.

A direct reading drawtube provides an additional means of varying magnifying power instantly. Magnification range of 50x to 300x can be extended still farther by using additional standard eyepieces or objectives. The microscope will accommodate all standard eyepieces.

A bleeder hole in the lens mount vents trapped air from the barrel so that the eyepiece seats immediately when inserted into the drawtube and does not pop out when the drawtube is lowered suddenly. Other standard features include a full sized stage with slide clips; an optically ground, larger sized concave mirror on a swivel mounted substage; a six aperture, pivoted, substage diaphragm; a full tilting, stable frame and base with stops for vertical and horizontal positioning.

A metal carrying case is available as a separate accessory.—**Federal Manufacturing and Engineering Corporation, 211 Steuben Street, Brooklyn 5, N. Y.**

### Degreasing Job

NS 351

In Kitchens Accomplished by Chemical Action

Grease on stoves, boilers, pots and pans, on kitchen equipment, even on walls, racks and other areas has long been a problem to those responsible for good housekeeping in school kitchens. Thanks to modern chemistry, there is now available a product that makes it possible to remove the grease accumulation without scouring and scrubbing and without damage to valuable equipment. Called I. C. Degreaser, this new product is a liquid free of abrasives.



The product can be purchased in gallons—four to a case—from jobbers, or in drums of 55 gallon capacity at a saving direct from the manufacturer.—Interchemical Corporation, Trade Sales Division, Fair Lawn, N. J.

## Lighting Publication

NS 352

### For Shelf of Favorite Reference Books

Expected to hold an important place on the school administrator's shelf of favorite reference books is the new 76 page technical treatise, "G-E Bulletin LD-1." Prepared by C. E. Weitz, widely known lamp and lighting authority at Nela Park headquarters of the General Electric Lamp Department, it features the latest lamp developments and their practical applications.

The bulletin is a condensed text on the design and operation of incandescent, mercury and fluorescent light sources and its contents page lists more than 40 lamp topics, including lamp economics, temperatures, voltages, auxiliary equipments, germicidal, infra-red, sun and glow lamps. In standard 8½ by 11 inch size, it is generously illustrated throughout with photos, diagrams and charts.

Sent earlier to a selected list of electrical maintenance engineers, lighting research specialists and science teachers, as well as average lamp users, the bulletins are reported to have won enthusiastic acclaim. They are now available, singly and in quantity, at a cost of 40 cents each.

Of particular interest to purchasing agents is the fact that the publication's back cover lists the G. E. lamp department's various sales and service districts which are equipped to furnish additional technical, ordering, shipping and accounting information desired.—General Electric Lamp Department, Nela Park, Cleveland, Ohio.

## FILM RELEASES

### FOR ELEMENTARY SCHOOLS

NS 353

New series teaching films and slidefilms announced as follows:

**Tommy's Day.**—16 mm. sound; black and white; 15 minutes. For primary grade level; designed to teach young child simple health facts and to provide orientation to simple pattern of everyday life. Sale price: \$57. Teacher's Guide included.

**Magnets.**—16 mm.; black and white; 13 minutes. Specifically correlated with science program for grades 4, 5, 6. Sale price: \$48. Teacher's Guide included.

**The Flow of Electricity.**—16 mm.; black and white; 10 minutes. Specifically correlated with science program for grades 4, 5, 6. Sale price: \$38.50. Teacher's Guide included.

**What Makes Rain.**—16 mm.; black and white; 10 minutes. Especially correlated with science program for grades 2, 3, 4. Sale price: \$38.50. Teacher's Guide included.

**Primary Grade Health Series.**—Six teaching slidefilms for primary grade health program. Individual titles: *Keeping Clean, Straight and Tall, Strong Teeth, Foods for Health, Rest and Sleep, Keeping Well.* Sale price: \$3 each; \$15 for set of six. Teacher's Guide included.

**Good Health Series.**—Six teaching slidefilms for the middle grade health program. Individual titles: *You and Your Clothes, Pesky—the Cold Bug, You and Your Food, Your Posture—Good or Bad? Bacteria—Good and Bad, Insects and Disease.* Sale price: \$3 each; \$15 for set of six. Teacher's Guide included.

**Magnets.**—Teaching slidefilms for elementary school science class. Content parallels that of film of same title. Sale price: \$3. Teacher's Guide included.—Young America Films, Inc., 18 East Forty-First Street, New York 17, N. Y.

## MOTION PICTURE INDEX

NS 354

A new index, *Motion Pictures and Slide Films for School Use*, describes films covering a wide range of subjects for high school classes and available free except for transportation costs. It contains recommendations as to type of class for which each film is best suited and suggestions for related supplementary materials. Order blanks are included in catalog for convenience in requesting film bookings and related materials.—School Service Department, Westinghouse Electric Corporation, 306 Fourth Avenue, Box 1017, Pittsburgh 30, Pa.

## BRITISH DOCUMENTARY FILMS

NS 355

Films from Britain made available in the United States are reviewed in the British Information Services' first post-war catalog, *Films From Britain—1947.* New films, now available in 16 mm., cover such subjects as health and medicine, labor and industry, social planning, education and literature. Conditions of loan, charges and sales are listed. Copies can be obtained by writing the Film Officer of the British Information Services, at any one of its five offices or to any British Consulate.—British Information Services, 30 Rockefeller Plaza, New York 20, N. Y.

## INSTRUCTIONAL SLIDEFILMS

NS 356

To provide additional advantages of modern visual instructional materials for schools not having motion picture projectors and to help increase the value of instructional sound motion pictures in schools, Encyclopædia Britannica Films has produced and released its first two series of instructional slidefilms. Each slidefilm, complete within itself, can be used as an effective teaching tool independent of the corresponding Encyclopædia Britannica sound motion pictures. The two new series are:

**Regional Geography—The United States.**—Comprises six instructional slidefilms on middle, southwestern, northeastern, southeastern, northwestern and far western states, reproduced from Encyclopædia Britannica Films. Comprises one complete study unit for correlation with geography, commercial geography, social studies, problems of democracy, history and economics courses.

**Children of Many Lands.**—Eight slidefilms illustrating life, customs, traditions, foods, utensils, costumes and implements of Chinese, Mexican, Eskimo, French Canadian, Navajo, Swiss, Dutch and American colonial children. For classes in geography, social studies and, in some instances, arts and crafts.—Encyclopædia Britannica Films Inc., 20 North Wacker Drive, Chicago 6, Ill.

## FILMS ON RUSSIA

NS 357

Representing the initial offering of the International Film Foundation, seven films on Russia are announced. Titles of films, produced from footage shot by Julien Bryan and his crews during years just prior to World War II, are: *Children of Russia, How Russians Play, Poland, Mary Visits Poland, The Reindeer People, A Russian Children's Railway, Peoples of the Soviet Union.* Additional information available from producer or authorized dealer.—International Film Foundation, Inc., 1600 Broadway, New York 19, N. Y.

## GEOMETRY SERIES

NS 358

Series of geometry teaching films in 16 mm. sound, produced by John R. McCrory in collaboration with Ray C. Jurgensen, instructor of mathematics at Culver Military Academy. Released under general title *Practical Geometry.* Single reels deal with such subjects as *Lines and Angles.* Other phases include *Angles, Congruent Figures, Locus, Similar Triangles, Quadrilaterals, The Circle, Chords and Tangents of Circles, Arcs and Angles in Circles, Areas, The Pythagorean Theorem.*—Knowledge Builders Classroom Films, 625 Madison Avenue, New York 22, N. Y.

# INDEX TO PRODUCT INFORMATION AND ADVERTISEMENTS

HERE IS AN EASY WAY to obtain information about products advertised in this issue or described in the "What's New" pages. Check the convenient card below, tear out and mail—no postage is required.

The publishers of The Nation's Schools offer this free service with the idea that data on products is an essential part of the equipment of the school administrator's office. When we receive the card from you, we immediately pass on your request to each manufacturer whose number has been checked, with the request that he forward further details promptly. Thus, with a single card, you can get information on as many or as few items as you wish.

Also, this card makes it possible to detach without defacing any essential part of the issue.

## INDEX TO "WHAT'S NEW"—Pages 101 to 104

### Key

- 338 Allied Laboratory Instrument, Inc.  
*Outlet Box for Electric Current*
- 339 Squires Inkwell Company  
*Swinging Inkwell Brackets,  
Ink wells*
- 340 Blickman, Inc., B.  
*Hot Food Table*
- 341 Quaker Maintenance Company, Inc.  
*Wall Washing Machine*
- 342 Ampro Corporation  
*Dual Purpose Projector*
- 343 Wheeler, Inc., W. H.  
*Air Freshener for Restroom Use*
- 344 Johnson Service Company  
*Booklet, "How to Control  
Radiant Heating"*
- 345 United World Films, Inc.  
*Educational and Religious Films*
- 346 Montgomery Manufacturing Co.  
*Synchronous Program Clocks*
- 347 Lyon Metal Products, Inc.  
*Filing Cabinets*
- 348 Granby Manufacturing Company  
*Hygienic Toilet Seat*

### Key

- 349 Fairchild Camera and Instrument Corporation  
*Catalog on Sound Recording,  
Playback Equipment*
- 350 Federal Manufacturing and Engineering Corporation  
*Standard Microscope*
- 351 Interchemical Corporation  
*Degreasing Agent for Kitchens*
- 352 General Electric Lamp Department  
*Bulletin on Lighting*
- 353 Young America Films, Inc.  
*Films, Slidefilms on Health,  
Science*
- 354 School Service Department, Westinghouse Electric Corporation  
*Motion Picture Index*
- 355 British Information Services  
*Catalog, "Films From Britain—  
1947"*
- 356 Encyclopedia Britannica Films, Inc.  
*Instructional Slidefilms*
- 357 International Film Foundation, Inc.  
*Films on Russia*
- 358 Knowledge Builders Classroom Films  
*Geometry Series*

INDEX CONTINUED ON FOLLOWING PAGE 

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*This card is detachable and is provided for your convenience in obtaining information on all items advertised in this issue or described in the "What's New" Section. See reverse side.*

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# Index to Products Advertised

Key	Page	Key	Page
359 Acme Stone Blackboard Co. Blackboard Reviver .....	96	379 De-Lite Screen Co., Inc. Projector Screens .....	59
360 American Floor Surfacing Machine Co. Floor Maintenance Machine .....	8	380 Darnell Corporation, Ltd. Casters .....	98
361 American Radiator & Standard Sanitary Corp. Plumbing Fixtures .....	10	381 DeVry Corporation Movie Projector .....	72
362 American Type Founders Printing Equipment .....	76	382 Dick Company, A. B. Duplicator .....	16
363 Ampco Corporation Movie Projectors .....	87	383 Dudley Lock Corporation Locks .....	88
364 Armstrong Cork Company Acoustical Materials .....	5	384 Facing Tile Institute Structural Facing Tile .....	12, 13
365 Art Metal Company Germicidal Equipment .....	70	385 Films Incorporated Films .....	74
366 Automatic Pencil Sharpener Co. Pencil Sharpeners .....	89	386 Finnell System, Inc. Floor Maintenance .....	93
367 Basic Vegetable Products Co. Prepared Onions .....	7	387 General Electric Co. Lighting .....	63
368 Bausch and Lomb Optical Co. A Message .....	3	388 Gumpert Company, Inc., S. Institutional Food .....	2nd cover
369 Bay West Paper Company Paper Towels .....	82	389 Hamilton Manufacturing Co. Laboratory Equipment .....	90
370 Bell & Howell Company Movie Projectors .....	facing page 87	390 Harrison Steel Cabinet Co. Steel Furniture .....	64
371 Burroughs Adding Mach. Co. Business Machines .....	81	391 Heywood-Wakefield Company School Seating .....	100
372 Celotex Corporation Acoustical Materials .....	75	392 Hild Floor Machine Co. Floor Maintenance .....	94
373 Champion Dish Washing Machine Co., Inc. Dish Washing Machines .....	68	393 Hillyard Company Floor Maintenance .....	88
374 Church Mfg. Co., C. F. Toilet Seats .....	86	394 Holden Patent Book Cover Co. Book Covers .....	95
375 Citrus Concentrates Citrus Juices .....	96	395 Holmes Projector Company Movie Projectors .....	98
376 Conn, Ltd., C. G. Band Instruments .....	73	396 Horn Bros. Co. Folding Bleachers .....	94
377 Cram Company, Inc., George F. Globe Maps .....	82	397 Huntington Laboratories, Inc. Liquid Soap .....	62
378 Crane Company Plumbing Fixtures .....	95	398 Hynson, Westcott & Dunning, Inc. "Mercurochrome" .....	99
		399 International Bronze Tablet Co. Memorial Tablets .....	94
		400 Irwin Seating Company School Seating .....	84

January 1947

Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

## WHAT'S NEW?

338	345	352
339	346	353
340	347	354
341	348	355
342	349	356
343	350	357
344	351	358

## ADVERTISEMENTS

359	368	377	386	394	402	410	418	426
360	369	378	387	395	403	411	419	427
361	370	379	388	396	404	412	420	428
362	371	380	389	397	405	413	421	429
363	372	381	390	398	406	414	422	430
364	373	382	391	399	407	415	423	431
365	374	383	392	400	408	416	424	432
366	375	384	393	401	409	417	425	433
367	376	385						

Key	Page
401 Johns-Manville Acoustical Materials .....	67
402 Keystone View Company Visual Aids .....	84
403 Lalance & Grosjean Mfg. Co. Kitchen Utensils .....	69
404 Lyon Metal Products, Incorporated Steel Lockers & Chairs .....	71
405 Medart Mfg. Co., Fred Gymnasium Equipment .....	97
406 Minneapolis-Honeywell Regulator Co. Temperature Control .....	4th cover
407 National Chemical & Mfg. Co. Paint .....	86
408 National Forum, Inc. Educational Charts .....	86
409 National Lock Company Locks .....	89
410 Niagara Duplicator Company Duplicator .....	55
411 Peabody Seating Co. School Seating .....	88
412 Pittsburgh-Corning Corporation Insulation .....	79
413 Radio Corporation of America Movie Projectors .....	77
414 Sanymetal Products Co., Inc. Toilet & Shower Compartments .....	14
415 Sengbusch Self-Closing Inkstand Co. Ink wells & Desk Sets .....	81
416 Sexton & Company, John Institutional Food .....	Inst. fol. p. 56
417 Sloan Valve Company Flush Valves .....	1
418 Soundsciber Corporation Recorder .....	58
419 Southern Equipment Company Food Serving Equipment .....	83
420 Standard Electric Time Company Time Systems .....	80
421 Thortel Fireproof Fabrics Fireproof Fabrics .....	65
422 Three Dimension Company Projection Machine .....	89
423 U. S. Machine Corp. Stoker .....	91
424 Vestal, Inc. Floor Maintenance .....	78
425 Victor Animatograph Corporation Movie Projectors .....	3rd cover
426 Victory Soap & Chemical Co., Inc. Gym Floor Reconditioner .....	92
427 West Disinfecting Company Sanitation Products .....	87
428 Wilcox-Gay Corporation Sound Recorder .....	61
429 Williams Company Steel Woolers .....	11
430 Wyandotte Chemicals Corporation Cleaning Materials .....	15
431 X-Acto Crescent Products Co. Knives and Tools .....	82
432 Yawman and Erbe Mfg. Co. Office Furniture .....	85
433 Zenith Electric Co. Program Timer .....	82

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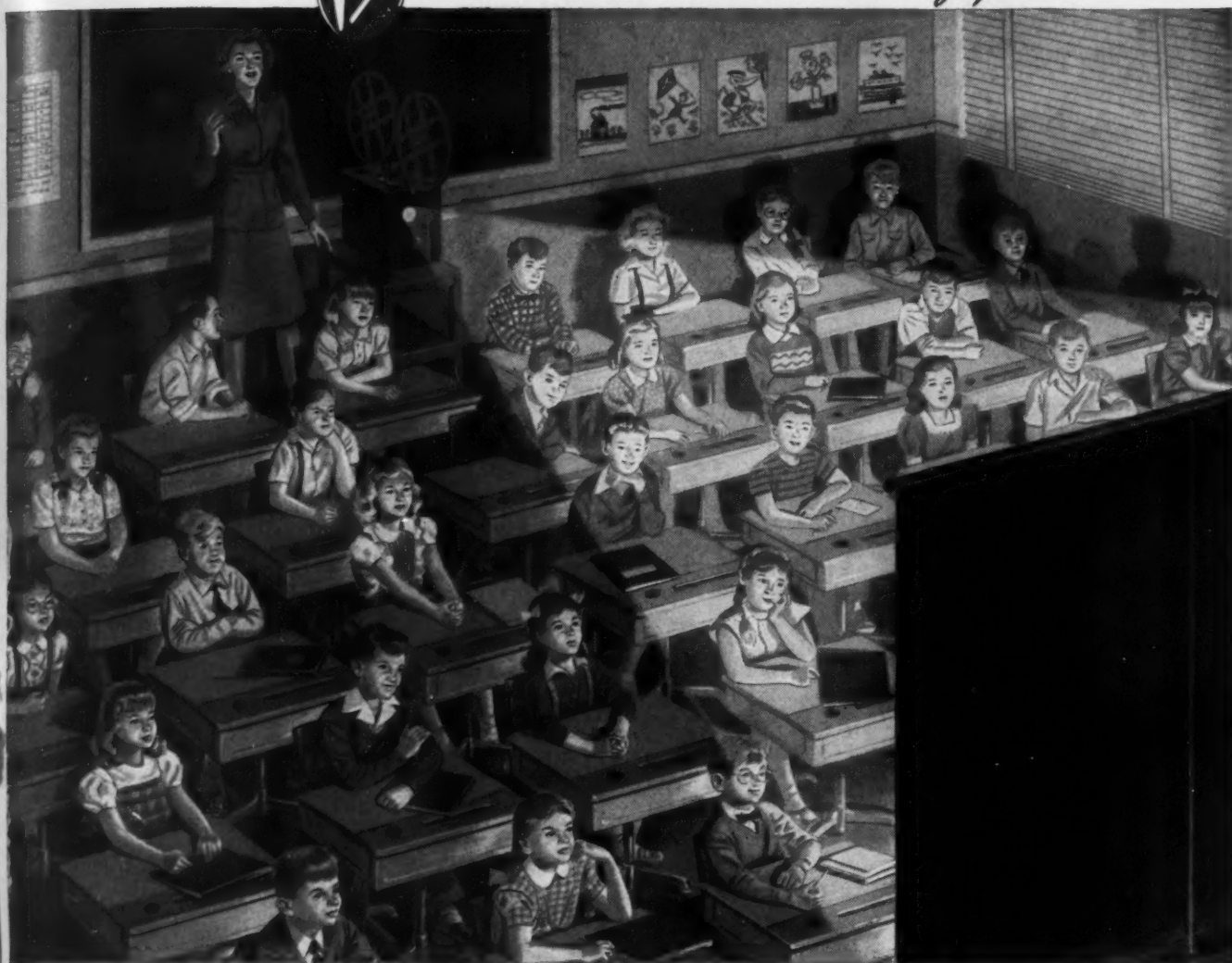
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